

Building ONE SYSTEM

MISSOURI
DEPARTMENT OF
HIGHER EDUCATION



2000

ANNUAL REPORT

In Memoriam



GOV. MEL CARNAHAN
1934 - 2000



LYNN EWING, JR.
1930 - 2001

Missouri higher education will forever remember these two distinguished leaders with respect, admiration, and appreciation for their dedicated service to the students and the entire state of Missouri.

Coordinating Board for Higher Education

Vice Chair



MARIE CARMICHAEL
SPRINGFIELD

Secretary



JOHN BASS
ST. LOUIS



MARY FINDLEY
POPLAR BLUFF



DUDLEY GROVE
ST. LOUIS



RAY HENRY
HILLSBORO



SANDRA KAUFFMAN
KANSAS CITY



JAMES SUMMERS, JR.
ST. JOSEPH



MARY JOAN WOOD
CAIRO

*Thank you
for your service.*

From the Commissioner

June 2001

Dear Governor Holden, Members of the Missouri General Assembly, and Citizens of Missouri:

I am pleased to present this annual report of the actions of the Coordinating Board for Higher Education and the activities of the Missouri higher education community.

The Coordinating Board's Blueprint for Missouri Higher Education has guided statewide planning for Missouri higher education since 1996. Under the Blueprint, we have made significant progress in:

- ◆ enhancing the quality and efficiency of Missouri higher education by differentiating institutional missions;
- ◆ improving financial access to higher education;
- ◆ coordinating the use of educational technology and other resources through MOREnet, MOBIUS, and the Missouri Learners' Network;
- ◆ expanding access to technical education throughout the state; and
- ◆ ensuring the quality of our educational programs by annually evaluating the performance of our institutions and their students.

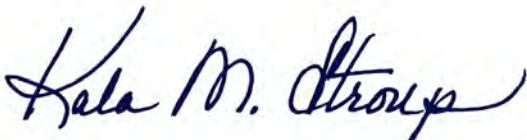
As we take a final look at the Blueprint in this report, we are shaping Missouri higher education to meet the future educational needs of Missourians. We will build on the accomplishments of recent years and push for further improvement under The Coordinated Plan for Missouri Higher Education. This new strategic plan will continue some of the initiatives of the Blueprint and introduce others to address new challenges as it sets the priorities for Missouri higher education for the next several years.

The Coordinated Plan – focused on student success, institutional strength, and public engagement – incorporates the recommendations of several recent collaborative educational policy groups as well as feedback from throughout the higher education community. Under the Blueprint, we identified five key areas of concentration. Measuring Up 2000: The State-by-State Report Card for Higher Education, released in November 2000 by The National Center for Public Policy and Higher Education, benchmarked Missouri against other states and helped us identify other areas in which we can improve.

In listening to our constituents, we have brought the affordability of Missouri higher education to the center of our attention. The K-16 efforts begun under the Blueprint will be expanded to address student achievement at all levels as well as quality teacher preparation and professional development. We laid the groundwork for a results-oriented higher education system, and we will continue to monitor the performance of our institutions and students and improve the quality of Missouri higher education.

As we plan for the future, we will make every effort to ensure that Missouri and its citizens benefit from higher education to the fullest potential. Thank you for your support of our efforts.

Respectfully submitted by,



Kala M. Stroup
Commissioner of Higher Education
State of Missouri



KALA M. STRROUP

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MISSOURI
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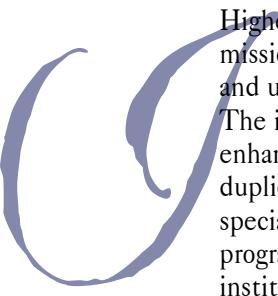
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Institutional Mission Review and Enhancement

Conducting, in consultation with each public four-year institution's governing board, and the governing board[s] of technical colleges and community colleges, a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education.

Section 173.030(7) RSMo


In 1995, the passage of Senate Bill 340 directed the Coordinating Board for Higher Education to review the missions of the state's public colleges and universities every five years. The institutional mission review and enhancement process minimizes the duplication of programs by encouraging specialization and emphasizing programmatic excellence to achieve institutional differentiation.

Accordingly, each of Missouri's public colleges and universities has developed a plan to focus on what it does well and needs to enhance, what it is not doing but needs to do, and what it currently does that should be eliminated.

MISSION ENHANCEMENT RESULTS

All public two-year and four-year institutions have been through at least one mission review and have received state funding for mission enhancement. These institutions have refined their missions and built a differentiated system of Missouri higher education. Following is a summary of the results accomplished through mission enhancement.

Central Missouri State University began new academic programs in advanced applied science and technology, improved faculty knowledge and skills in the application of technology in the classroom, enhanced its telecommunications network and public television station, and educated more baccalaureate- and master's-level students in critical technical fields through its statewide mission in applied science and technology.

Harris-Stowe State College enhanced its existing programs in business administration, teacher education, and criminal justice and added degree programs in applied professional fields to serve the city of St. Louis.

Lincoln University's mission enhancement efforts have balanced its historical land-grant mission with its newer role in meeting the educational needs of the many state government employees and residents of mid-Missouri. Lincoln has increased its outreach through additional educational partnerships and enhanced its programs in business

administration, elementary education, criminal justice, and nursing science.

Missouri Southern State College broadened its emphasis on international studies, expanding its foreign language programs, establishing the Missouri Multicultural Network, and creating the National Center for International Education. Missouri Southern was honored by TIAA-CREF, creator of the Hesburgh Award, for its faculty development program, Bringing the World to the Midwest: The International Mission at Missouri Southern State College.

Missouri Western State College remained an open enrollment institution but adopted a focus on access to learner success through its Access Plus program, which led to improved student retention and success rates. The program was named one of the Top 100 Effective Programs at Four-Year Colleges and Universities by the American Association of State Colleges and Universities, and Missouri Western received the 1999 National Retention Excellence Award from Noel Levitz.

Northwest Missouri State University opened the Center for Information Technology in Education to expand the use of information technology to accelerate learning; launched the Missouri Academy for Science, Mathematics, and Computing to provide high-achieving high school juniors and seniors the opportunity to begin their college coursework early; won the Missouri Quality Award; continued to apply quality concepts using the Baldrige Award criteria; and facilitated the expansion of educational opportunities provided by the Northwest Missouri Educational Consortium.

Southeast Missouri State University used its mission enhancement funding to involve a larger portion of its graduates in experiential learning opportunities; increase educational access through off-campus centers, telecommunications, and special programs for underrepresented groups; and build a Polytechnic Institute with a Center of Excellence in Advanced Manufacturing Technology to serve existing industry and encourage industrial development in the region.

Southwest Missouri State University increased access to postsecondary technical education at its West Plains campus, strengthened its graduate education mission by offering new master's degree programs, and enhanced its statewide mission

in public affairs. Southwest was honored in six categories in the 1999 John Templeton Foundation Guide: Colleges that Encourage Character Development.

With mission enhancement funding, Truman State University is working to maintain its national reputation as a highly selective public liberal arts and sciences university by focusing on the quality of its teaching and learning environment, enhancing its liberal studies program, and attracting and retaining quality faculty.

The University of Missouri is focusing on qualitative improvement in graduate, doctoral, and professional programs and research. The university has significantly increased its external funding for research in recent years and is taking a lead role in life sciences research in Missouri.

The State Plan for Postsecondary Technical Education served as the mission implementation plan for Missouri's community colleges. Under the plan, the community colleges implemented a statewide system of technical training and education to meet the regional needs of employers for a highly skilled workforce. The plan also directed the development of Linn State Technical College.

Linn State Technical College received initial accreditation at the associate of applied science degree level from the North Central Association of Colleges and Schools in the fall of 2000.

The independent colleges and universities add diversity and strength to the state's system of higher education through

their focused missions - from small baccalaureate liberal arts and sciences colleges to major doctoral and professional degree-granting research universities.

Missouri proprietary schools are vital to achieving the goals of the Coordinating Board's Blueprint for Missouri Higher Education as well. The certificate to operate that is granted to proprietary schools represents an in-depth review of the institution's mission and programs. Institutional organization, program content and structure, financial stability, faculty and staff qualifications, and student services information receive a thorough evaluation to ensure the institution meets the Coordinating Board's standards.

LOOKING TO THE FUTURE

By June of 2002, each of Missouri's public colleges and universities will have completed at least one cycle of mission review, with the final year of enhancement funding being FY 2002. As the respective mission review and enhancement phases end, each institution reports its success in achieving mission-related accountability measures and begins the next cycle of mission review.

Through mission review and enhancement, the Coordinating Board's goals for access and quality are being achieved through an integrated set of public policies that ultimately increases the overall efficiency and diversity of Missouri higher education.

MISSION REVIEW AND ENHANCEMENT

PHASE I INSTITUTIONS	ADMISSION CATEGORY	DEGREE LEVEL
Southwest Missouri State University	Selective	Master's
Missouri Western State College	Open Enrollment	Baccalaureate
Missouri Southern State College	Moderately Selective	Baccalaureate
Linn State Technical College	Open Enrollment/ Selective	Associate
Community Colleges	Open Enrollment	Associate

PHASE II INSTITUTIONS	ADMISSION CATEGORY	DEGREE LEVEL
Central Missouri State University	Moderately Selective	Master's
Northwest Missouri State University	Moderately Selective	Master's
Southeast Missouri State University	Moderately Selective	Master's

PHASE III INSTITUTIONS	ADMISSION CATEGORY	DEGREE LEVEL
University of Missouri	Selective	Doctoral
Lincoln University	Open Enrollment	Master's

CYCLE 2

Harris-Stowe State College	Moderately Selective	Baccalaureate
Truman State University	Highly Selective	Master's

MOSTARS

The Coordinating Board shall be the administrative agency for the implementation of the [financial assistance] program established by sections 173.200 to 173.235. RSMo.

Section 173.210 RSMo



MISSION STATEMENT

A division of the Missouri Department of Higher Education, MOSTARS provides postsecondary assistance to Missouri families. To promote educational opportunities beyond high school, MOSTARS administers state and federal student assistance programs, which include grants, scholarships, and loans, as well as early awareness/outreach and default prevention/debt management services. As a statewide resource for postsecondary assistance, MOSTARS provides quality customer service, timely information, and innovative technology.



MOSTARS WEB SITE

[WWW.CBHE.STATE.MO.US/
MOSTARS/MOSTARS.HTM](http://WWW.CBHE.STATE.MO.US/MOSTARS/MOSTARS.HTM)

**MOSTARS
INFORMATION CENTER**
(800) 473-6757

Improving financial access to postsecondary education is a major component of the Coordinating Board's Blueprint for Missouri Higher Education.

As Missouri's one-stop source for postsecondary educational assistance, MOSTARS plays a key role in the educational attainment of Missourians. By working with K-12 personnel, college and university financial aid administrators, lenders, community groups, and others, MOSTARS ensures that Missourians have the information about college opportunities and financial assistance they need to realize the benefits of postsecondary education.

**STUDENT FINANCIAL
ASSISTANCE**

The Coordinating Board and the governor continue to emphasize the importance of financial access for Missourians through increased funding for state student financial assistance programs. The state increased its funding commitment for student financial assistance from \$20 million in FY 1993 to \$45 million in FY 2001. With the addition of the Missouri College Guarantee Program in 1999, Missouri's most financially needy students can receive a total of \$4,600 in need-based financial assistance.

While the amount of available financial assistance has increased,

ensuring financial access to higher education for Missouri's low-income students remains a high priority on the state's agenda. In Measuring Up 2000: The State-by-State Report Card for Higher Education, which was released in December 2000 by The National Center for Public Policy and Higher Education, Missouri received a grade of D+ on the extent to which the state's system of higher education is affordable.

In addition, students' dependence on loans to finance their postsecondary education is a growing concern nationally. The dependence on loans increased from 40 percent of total financial assistance in FY 1981 to an estimated 59 percent in FY 2000. The need for students to borrow has been driven in part by the extent to which the proportion of the cost of college attendance is covered by a maximum federal Pell Grant. That proportion has declined nationally from 83 percent in FY 1980 to 39 percent in FY 2000.

While there are indications that Missouri has increased student financial assistance in recent years, more must be done to increase the educational attainment of Missouri citizens and to ensure that Missourians have financial access to their state system of higher education.

**CUSTOMER SERVICE AND
SUPPORT**

As the amount of student financial assistance administered by MOSTARS increases each year, MOSTARS regularly works to improve its service and support to help college financial aid administrators, high school

STRATEGIC INITIATIVE

counselors, lenders, students, and others access financial assistance information more easily. Recent improvements have involved new electronic products and services.

CLIPSlink now allows student borrowers, institutions, and lenders to access Missouri Student Loan Program records online and soon will include payment history data for all of the state student financial assistance programs as well.

In addition to its free publications and on-site assistance, MOSTARS' new Internet-based procedures help financial aid personnel and lenders administer student assistance programs more effectively and efficiently.

MOSTARS plans to implement new web-based initiatives that will allow the processing of payment records and the transmission of student record data for all state student financial assistance programs electronically, eliminating the paper processes for these programs.

EARLY AWARENESS AND OUTREACH

MOSTARS collaborates with a number of organizations – including the Department of Elementary and Secondary Education; ACT, Inc.; individual colleges and universities;

K-12 school districts; and TRIO programs – in its efforts to increase the college attendance and success rates of Missouri students, particularly those from underrepresented groups and low-income families.

In the fall of 2000, the U.S. Department of Education awarded Missouri \$7.5 million in federal funding for programs designed to increase the high school graduation and college attendance of students from Missouri middle schools with high poverty and dropout rates. MOSTARS received \$1,095,833 for the first year of a five-year grant under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) initiative.

As part of the 1998 reauthorization of the Higher Education Act, GEAR UP funds partnerships of high-poverty middle schools, colleges and universities, community organizations, and businesses to work with entire grade levels of students (typically beginning with sixth or seventh grade). The partnerships provide tutoring, mentoring, information on college preparation and financial aid, an emphasis on core academic preparation, and, in some cases, scholarships.

The GEAR UP Missouri project

FEDERAL AND STATE STUDENT FINANCIAL ASSISTANCE PROGRAMS ADMINISTERED BY MOSTARS

- ❖ ADVANTAGE MISSOURI PROGRAM
- ❖ CHARLES GALLAGHER STUDENT FINANCIAL ASSISTANCE PROGRAM
- ❖ MARGUERITE ROSS BARNETT MEMORIAL SCHOLARSHIP PROGRAM
- ❖ MIDWEST STUDENT EXCHANGE PROGRAM
- ❖ MISSOURI COLLEGE GUARANTEE PROGRAM
- ❖ MISSOURI HIGHER EDUCATION ACADEMIC "BRIGHT FLIGHT" SCHOLARSHIP PROGRAM
- ❖ PUBLIC SERVICE OFFICER OR EMPLOYEE'S CHILD SURVIVOR GRANT PROGRAM
- ❖ VIETNAM VETERAN'S SURVIVOR GRANT PROGRAM
- ❖ FEDERAL FAMILY EDUCATION LOAN PROGRAM
 - ◆ FEDERAL CONSOLIDATION LOAN PROGRAM
 - ◆ FEDERAL PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS) PROGRAM
 - ◆ SUBSIDIZED FEDERAL STAFFORD LOAN PROGRAM
 - ◆ UNSUBSIDIZED FEDERAL STAFFORD LOAN PROGRAM



MISSOURI SAVING FOR TUITION (MO\$T) PROGRAM

(888) 414-MOST
WWW.MISSOURIMOST.ORG

GEAR UP MISSOURI PARTNERS

STATE AGENCIES

Missouri Department of Higher Education (designated state agency)
Missouri Department of Elementary and Secondary Education
Missouri Department of Economic Development

KANSAS CITY SCHOOL DISTRICT

Central Middle School
J. A. Rogers Middle School
K. C. Middle School of the Arts
Northeast Middle School
Paul Robeson Middle School

ST. LOUIS PUBLIC SCHOOL DISTRICT

Blewett Middle School
Blow Middle Community Education Center
Compton-Drew Middle School
Fanning Middle Community Education Center
Humboldt Middle School
Langston Middle School
Long Middle Community Education Center
L'Ouverture Middle School
Pruitt Military Academy
Bunche International Studies
Stevens Middle Community Education Center
Yeatman Middle Community Education Center

SOUTHEAST MISSOURI SCHOOL DISTRICTS

Caruthersville School District - Caruthersville Middle School
Hayti R-II School District - Hayti Junior High School
Malden R-I School District - Malden High School

OTHER PARTNERS

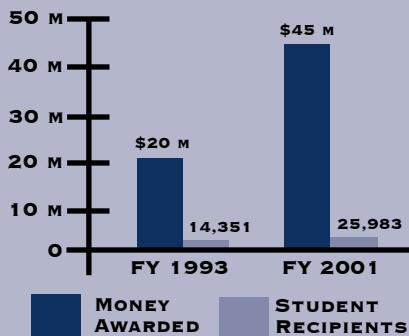
Boys and Girls Club of the Bootheel
Harris-Stowe State College
Lincoln University

MOSTARS CONSTITUENTS

- ❖ POTENTIALLY COLLEGE-BOUND STUDENTS AND THEIR PARENTS
- ❖ CURRENTLY ENROLLED STUDENTS
- ❖ ALUMNI AND OTHER STUDENTS WHO LEAVE SCHOOL AND BEGIN LOAN REPAYMENT
- ❖ 456 LENDING INSTITUTIONS
- ❖ STATE AND NATIONAL SECONDARY STUDENT LOAN MARKETS
- ❖ 600 MISSOURI PUBLIC AND PRIVATE HIGH SCHOOLS
- ❖ 220 MISSOURI POSTSECONDARY INSTITUTIONS, SUCH AS TWO-YEAR AND FOUR-YEAR PUBLIC AND INDEPENDENT COLLEGES AND UNIVERSITIES, AREA VOCATIONAL TECHNICAL SCHOOLS, PRIVATE CAREER SCHOOLS, AND ALLIED HEALTH SCHOOLS
- ❖ DEPARTMENTS OF FEDERAL AND STATE GOVERNMENT
- ❖ FEDERAL AND STATE LEGISLATORS



STATE STUDENT FINANCIAL ASSISTANCE FY 1993 AND FY 2001



MSLP LOANS GUARANTEED FFY 2000

❖ \$371 MILLION

❖ 102,821 STUDENT BORROWERS

targets middle schools with high dropout rates and low college attendance rates; with at least 50 percent of the student body qualifying for the free or reduced-rate lunch program; with low student academic achievement and low participation in college preparatory courses; serving communities with high concentrations of poverty and low expectations of, exposure to, and knowledge of higher education opportunities; and with limited after-school or summer academic programs.

The project involves after-school programs and summer institutes offering academic support and personal enrichment for more than 3,000 sixth grade students at 20 middle schools in Kansas City, St. Louis, and southeast Missouri.

The project partners will assist students in preparing for college as they advance through middle and high school. The interventions will include mentoring, academic support, and information about college admission and financial assistance opportunities (including GEAR UP scholarships) as well as parent education and teacher professional development.

One of the goals for the GEAR UP state grant is to improve the knowledge of and opportunities for Missouri families to receive financial

assistance. The GEAR UP Missouri project includes a scholarship that will provide an additional incentive for GEAR UP students to attend a Missouri college or university.

During the first year of the grant, GEAR UP staff have initiated the necessary statewide partnerships and established various boards and committees to begin the program implementation.

In addition to the GEAR UP state grant, the U.S. Department of Education has awarded GEAR UP partnership grants to the University of Missouri-Columbia, the University of Missouri-Kansas City, the University of Missouri-St. Louis, and Southeast Missouri State University. MOSTARS is a partner in each of these projects.

DEFAULT PREVENTION AND DEBT MANAGEMENT

Missouri's student loan default rate continues to decline, dropping from 10.1 percent in FFY 1997 to 8.6 percent in FFY 1998. However, Missouri's rate remains above the national rate; and, with students' increased dependence on loans, Missouri colleges and universities must be proactive in addressing the impact of student loan defaults on their campuses.

To help, MOSTARS has launched

MEL CARNAHAN PUBLIC SERVICE REWARD PROGRAM

In August 2000, Gov. Mel Carnahan and the Missouri Higher Education Loan Authority (MOHELA) announced a new interest rate reduction program, now known as the Mel Carnahan Public Service Reward Program, to help Missouri teachers repay their student loans.

Through the program, 15,000 Missouri elementary and secondary educators – as well as other student loan borrowers who have student loans owned and serviced by MOHELA – can benefit from lower interest rates on their student loan debts.

For teachers who qualify, the maximum 8.25 percent rate dictated

by federal law will be voluntarily reset to a maximum of 6 percent by MOHELA. Teachers can have their interest rates lowered further to a maximum of 4 percent if they make payments on time and set up automatic payments from their accounts.

MOHELA borrowers in other career fields also may qualify for the 2 percent reduction if they set up automatic payments.

**MOHELA CUSTOMER SERVICE
(800) 6MOHELA**

MOHELA WEB SITE
WWW.MOHELA.COM

student loan default prevention and debt management initiatives to:

- ◆ increase awareness of financing options for postsecondary education,
- ◆ reduce student loan indebtedness,
- ◆ increase awareness of the responsibilities and consequences of student loan borrowing and default, and
- ◆ reduce consumer debt among postsecondary students.

Through its new default prevention and debt management program, MOSTARS will work on site at individual campuses to develop consumer education programs about student loan borrowing and debt management for students, families, and at-risk borrowers.

Because research shows that students who complete their degrees or remain continuously enrolled are less likely to default on their student loans, MOSTARS will work with institutions to provide comprehensive information and services to students who do not complete their programs of study.

In addition, MOSTARS has begun a grant program for institutions with 1997 or 1998 cohort default rates higher than 10 percent. These institutions may apply for grants to fund student retention initiatives or other student loan default prevention

and debt management programs.

Through additional research, MOSTARS hopes to track patterns of student participation in Missouri higher education and to develop profiles of student financial assistance recipients. Findings of the research will help MOSTARS identify successful programs that can be replicated by additional institutions.

LOOKING TO THE FUTURE

In response to recommendations of the Missouri Commission on the Affordability of Higher Education, in February 2000 the Coordinating Board established the MOSTARS Advisory Board to provide guidance on issues related to student financial assistance.

The affordability commission reported that while access to student financial assistance has increased through the development of new, targeted financial assistance programs, the new programs have increased the administrative burden on postsecondary institutions and have added confusion to the financial aid process for students and families.

The commission also found that information about the costs of postsecondary educational opportunities is uncoordinated, unclear, and often difficult for the average consumer to understand.

MISSOURI-KANSAS TUITION AGREEMENT

In December 2000, higher education representatives from Missouri and Kansas signed a new five-year reciprocal tuition agreement to allow students to enroll in certain programs at in-state rates.

The agreement allows 491 Missouri residents enrolled in architecture programs at the University of Kansas or Kansas State University to have their out-of-state tuition waived. It also allows 80 Kansas residents enrolled in the University of Missouri-Kansas City School of Dentistry and 20 residents enrolled in the University of Missouri-St. Louis School of Optometry to have their out-of-state tuition waived.

The out-of-state tuition waivers first will be assigned to continuing students in good standing who already have waivers. New students and others without waivers will be assigned waivers by the admitting institution on the basis of academic potential and financial need.

This agreement is an example of bi-state collaboration to provide professional or graduate programs currently unavailable within each state.

MOSTARS ADVISORY BOARD

COORDINATING BOARD FOR HIGHER EDUCATION

John Bass, Secretary

CITIZENS

John Dillingham, President and Director, Dillingham Enterprises (Affordability Commission Member)

Barbara Burns, Superintendent of Schools, Lamar R-I School District (Affordability Commission Member)

PRESIDENTS, CHANCELLORS, AND DIRECTORS OF POSTSECONDARY INSTITUTIONS

PUBLIC TWO-YEAR

Gustavo Valadez Ortiz, St. Louis Community College at Florissant Valley

PUBLIC FOUR-YEAR

Kenneth Dobbins, Southeast Missouri State University

INDEPENDENT

Ed Strong, Jr., Culver-Stockton College

PRIVATE CAREER

C. Larkin Hicks, Allied Medical College

STATE LEGISLATORS

Ted Farnen, Member, House Higher Education Committee

Anita Yeckel, Member, Senate Education Committee

VICE PRESIDENT FOR STUDENT AFFAIRS

Constance Williams, Lincoln University

VICE PRESIDENT FOR FINANCE OR FISCAL AFFAIRS

(to be named)

GOVERNOR'S OFFICE REPRESENTATIVE

(to be named)

MOHELA BOARD OF DIRECTORS

William Zielonko, Chairman

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Celeste Ferguson, Assistant Commissioner for Urban and Teacher Education

STUDENTS

PUBLIC TWO-YEAR

Amy Reinsch, Linn State Technical College

PUBLIC FOUR-YEAR

Ricardo Jones, Lincoln University

UNIVERSITY OF MISSOURI

Larry Sowell, University of Missouri-St. Louis

INDEPENDENT

Andrew Carlson, Washington University

SPECIAL APPOINTMENT

CONGRESSIONAL ADVISORY COMMITTEE ON STUDENT FINANCIAL ASSISTANCE

Henry Givens, Jr., President, Harris-Stowe State College

ADVISORS

MISSOURI ASSOCIATION OF STUDENT FINANCIAL AID PERSONNEL

James Green, President

MISSOURI SCHOOL COUNSELORS ASSOCIATION

Linda Lueckenhoff, President

MISSOURI ASSOCIATION FOR COLLEGE ADMISSION COUNSELING

Jill Duncan, President

MIDWEST STUDENT EXCHANGE PROGRAM

The Midwest Student Exchange Program (MSEP) provides opportunities for out-of-state students to enroll in participating institutions in Kansas, Michigan, Minnesota, Missouri, and Nebraska at reduced tuition rates. Currently, 25 public and 13 independent colleges and universities in Missouri participate in the MSEP.

Missouri residents have saved approximately \$3.3 million through the program since it began in the fall of 1994, and the MSEP attracts highly qualified out-of-state students to Missouri. In the fall of 2000, 207 Missouri students were enrolled in other MSEP states, while 1,563 out-of-state MSEP students were enrolled in Missouri.

Students enrolled in the MSEP receive a reduced tuition rate of 150 percent of the in-state tuition at public colleges and universities and at least 10 percent at independent colleges and universities.

Based on these and other findings, the affordability commission made several recommendations to improve financial access and consumer information.

Accordingly, the MOSTARS Advisory Board, with representatives from all sectors of Missouri higher education, will help guide MOSTARS' efforts to implement:

- ◆ an integrated policy framework for student financial assistance programs,
- ◆ an improved consumer information reporting system,
- ◆ successful early awareness and outreach programs, and
- ◆ student loan default prevention and debt management strategies.

With guidance from the MOSTARS Advisory Board as well as its institutional and lending clients, MOSTARS is developing a three-year reorganization plan to more fully integrate its programs and services in support of its goals of ensuring that all qualified Missourians have access to

affordable postsecondary education and becoming the single point of contact for student services.

A recent management review by KPMG Consulting reinforced the need to enhance MOSTARS' current organizational structure, management, and services. KPMG proposed an organization and management structure consistent with MOSTARS' charge to integrate core student financial assistance services.

The organizational structure under consideration includes five key areas:

- ◆ student financial assistance;
- ◆ legal affairs;
- ◆ early awareness and outreach;
- ◆ lender, institution, and student services; and
- ◆ budget and policy development.

The first step in implementing the plan was the appointment of Lynn Hearnes as the assistant commissioner for student assistance and services and director of MOSTARS. She will lead the reorganization through its full implementation in 2005.

Accomplishments

- ❖ Missouri increased its funding commitment for student financial assistance from \$20 million in FY 1993 to \$45 million in FY 2001.
- ❖ MOSTARS initiated the process to amend its administrative rules for the state student financial assistance programs to better accommodate students with disabilities and students enrolled in multiple institutions as well as to allow more consistency in student eligibility and the more timely delivery of funds to institutions and students.
- ❖ The U.S. Department of Education awarded Missouri \$7.5 million in federal GEAR UP funding for programs designed to increase the high school graduation and college attendance of students from Missouri middle schools with high poverty and dropout rates.
- ❖ MOSTARS initiated a student loan default prevention and debt management program to help individual campuses develop consumer education programs about student loan borrowing and debt management for students, families, and at-risk borrowers.
- ❖ The MOSTARS Advisory Board was established to advise MOSTARS and the Coordinating Board on issues related to student financial assistance.
- ❖ MOSTARS and MOHELA established the Mel Carnahan Public Service Reward Program to help Missouri teachers repay their student loans.

MOSTARS PUBLICATIONS

- ◆ Before You Sign, Think!
- ◆ Change of Status Form
- ◆ Choosing the Right School for You
- ◆ Credit Card Tips
- ◆ Good News for Defaulted Borrowers
- ◆ Life 101
- ◆ Make High School Count
- ◆ Mapping Your Future Online Counseling Brochure
- ◆ Mapping Your Future Online Entrance Counseling Postcard
- ◆ Mapping Your Future Online Exit Counseling Postcard
- ◆ Mapping Your Future Site Brochure
- ◆ Missouri Higher Education Academic “Bright Flight” Scholarship Program
- ◆ MOSTARS Contact Cards
- ◆ MOSTARS Facts
- ◆ MOSTARS Folder
- ◆ MOSTARS Loan Folder
- ◆ MOSTARS Newsletter
- ◆ Need Money for College? Missouri Grants, Scholarships, Loans, and More
- ◆ Rated PG: Parental Guidance Suggested
- ◆ Resources on the World Wide Web
- ◆ The Road to Your Future Entrance and Exit Loan Counseling Booklets
- ◆ The Smart Approach to Student Loans and Consumer Debt
- ◆ Smart Habits for Student Retention and Default Prevention

WWW.FAFSA.ED.GOV



**THE STARTING POINT
FOR FEDERAL AND
STATE STUDENT
FINANCIAL
ASSISTANCE**

Technology-Based Delivery Systems

Developing arrangements for more effective and more economical specialization among institutions in types of education programs offered and students served, and for more effective coordination and mutual support among institutions in the utilization of facilities, faculty and other resources.

Section 173.020(3) RSMo

99

Missouri higher education has taken an innovative approach in its collaborative use of advanced technologies to improve teaching and learning. Unlike states that have invested millions of dollars in comprehensive "virtual universities," Missouri has focused its efforts in key areas to produce the greatest benefit

without the creation of an overarching virtual university.

Missouri's approach has facilitated the efficient sharing of resources while maintaining institutional specialization. Missouri colleges and universities are becoming more accessible to learners involved in traditional on-campus education as well as those participating through distance learning technologies. The technology initiatives described here represent an integrated, comprehensive plan to provide access to high-quality learning opportunities through innovative technologies.

MISSOURI LEARNERS' NETWORK

The Missouri Learners' Network (MLN) will provide information on and access to Missouri's growing number of distance education and web-based courses and programs in one comprehensive online database.

When complete, the Missouri Learners' Network will allow anyone with Internet access to search all off-campus, technology-mediated courses and degree programs offered by participating colleges and universities in one online database. Learners will be able to search for educational opportunities using the academic subject, keyword, institution, degree level, term, or delivery format.

The Missouri Learners' Network has extensive support throughout the academic community. All public two-year and four-year colleges and universities, along with the majority of independent institutions and several proprietary schools, have committed to participate in the network. Participation agreements will be accepted from Missouri colleges and universities on an ongoing basis. Currently, 43 institutions are providing the necessary information to be placed on the MLN.

Missouri's community colleges are committed to providing students access to online courses offered through any community college in the state and, eventually, to a collaboratively delivered associate of arts degree offered completely online. With its powerful database capabilities, the MLN will play a central role in these collaborative efforts.

In December 2000, the Missouri Learners' Network and the National Guard Bureau formed a partnership to assist the Missouri National Guard's effort to provide education to its service personnel. The agreement will help the nearly 11,000 soldiers of the Missouri National Guard fulfill their higher education and training goals.

Funding to sustain the Missouri Learners' Network will result in a more efficient use of resources by providing a single source of information that helps place- and time-bound learners discover how Missouri's higher education system can meet their needs. The network's database and web site were created through temporary funding.

MISSOURI RESEARCH AND EDUCATION NETWORK

The Missouri Research and Education Network (MOREnet) is Missouri's not-for-profit electronic information network, serving higher education, elementary and secondary education, public libraries, state government agencies, and other organizations in Missouri. MOREnet is comprised of several projects and programs providing Internet connections as well as network and security services, training and seminars, online reference resources, video distance learning capabilities, and more to these various groups.

The higher education members of MOREnet, known as the Missouri Education and Research Consortium (MERC), include 26 public and 30 independent institutions. MERC's purpose is to advance the collaborative use of networked technology and applications in higher education, research, and public service and the sharing of resources for all members' benefit. MERC strives to be recognized nationally as the model of collaboration for networked technology and networking in higher education.

MOREnet's FY 2001 appropriation, requested through the Coordinating Board for Higher Education, totaled \$12.1

million. In October 2000, MOREnet requested a \$3.5 million increase for FY 2002, for a total appropriation of \$15,577,520. Through collaboration with and funding through the Secretary of State, the Office of Administration, and the Department of Elementary and Secondary Education as well as additional funding from customer fees, MOREnet's contributions toward high-quality, efficient access and services to Missouri's entire education community are significant.

The requested increase for FY 2002 seeks additional funding for:

- ◆ increased bandwidth for the MOREnet backbone,
- ◆ increased access to the Internet,
- ◆ access to advanced research networks (including next-generation Internet2),
- ◆ increased bandwidth to public higher education institutions that demonstrate need for additional capacity,
- ◆ connections for distance learning centers, and
- ◆ integration between older two-way video technologies and the more efficient Internet-based video technologies.

The results of these initiatives will mean higher quality and greater access to educational resources for Missouri

learners as well as greater collaboration between Missouri colleges and universities and between K-12 and higher education.

MISSOURI BIBLIOGRAPHIC INFORMATION USER SYSTEM

The Missouri Bibliographic Information User System (MOBIUS) is Missouri's consortium of public and independent academic libraries that share a common library database and materials delivery system. When completed, the system will provide a "virtual collection" of the 14 million items in Missouri college and university libraries.

All member libraries are scheduled to be online by mid-2002. In the meantime, patrons of all participating libraries are able to borrow materials from the libraries that already are integrated into the MOBIUS catalog. All MOBIUS libraries enjoy the benefits of a statewide delivery system, through which borrowers receive requested library materials within 24 to 48 hours. This collaboration marks another step toward increased accessibility and improved quality of postsecondary education for all learners.

MOBIUS was made possible through state appropriations of \$10.2 million over three years to cover the

MISSOURI LEARNERS' NETWORK

ONLINE LEARNING FROM HOME OR THE OFFICE PROVIDED BY 43 MISSOURI SCHOOLS, COLLEGES, AND UNIVERSITIES

WWW.OSEDA.MISSOURI.EDU/SPECIAL/MLN

CBHE ADVISORY COMMITTEE ON TECHNOLOGY AND INSTRUCTION

EXTENSION/LAND-GRANT INSTITUTIONS

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University of Missouri

David Henson, President
Lincoln University

CONSORTIA/MISSION-RELATED INSTITUTIONS

Bobby Patton, President
Central Missouri State University

Frank Veeman, Executive Director
Northwest Missouri Educational Consortium/NWMSU

Dennis Holt, Executive Director
Southeast Missouri Educational Consortium/SEMSU

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Moberly Area Community College

John Cooper, President
Three Rivers Community College

Donald Doucette, Vice Chancellor for
Education and Technology
Metropolitan Community Colleges

E. Lynn Suydam, President
St. Louis Community College at Meramec

Donald Claycomb, President
Linn State Technical College

INDEPENDENT INSTITUTION AND MIDWESTERN HIGHER EDUCATION COMMISSION MEMBER

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Columbia College

COUNCIL ON PUBLIC HIGHER EDUCATION

John Keiser, President
Southwest Missouri State University

MISSOURI COMMUNITY COLLEGE ASSOCIATION

John McGuire, President
St. Charles Community College

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Keith Lovin, President
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MORENET

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MOBIUS

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Bill Elder, Office of Social and Economic Data Analysis, University Extension

Video Instructional Development and Educational Opportunity Program Advisory Committee

The Institute of Higher Education Policy

MORENET Web Site

WWW.MORE.NET



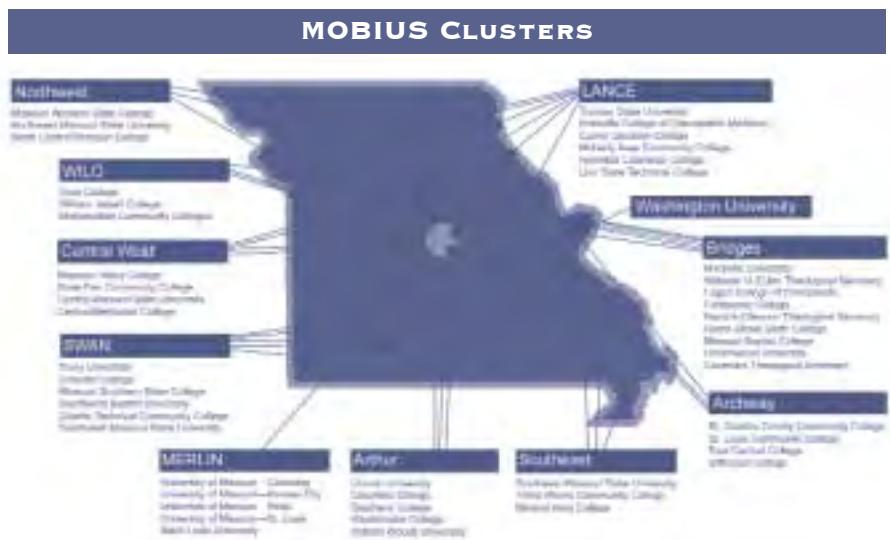
MOBIUS WEB SITE

MOBIUS.MISSOURI.EDU



MOBIUS CLUSTERS ONLINE

 **ARCHWAY**
 **ARTHUR**
 **LANCE**
 **MERLIN**
 **SWAN**
 **WASHINGTON UNIVERSITY**
 **WILO**



cost of equipment and conversion to the common database. As outlined in the original funding plan, MOBIUS will continue to request one-half of the consortium's operating costs from the state, with consortium members paying the remainder of the costs.

The FY 2002 MOBIUS request of \$2.4 million, approved by the Coordinating Board in October 2000, includes a state funding share for new projects such as the licensing of electronic databases. Participating libraries also will share in the cost of this new effort to improve the accessibility, quality, and efficiency of Missouri's academic libraries.

CAMPUS TECHNOLOGY INFRASTRUCTURE

Missouri's public colleges and universities face a growing challenge as on-campus technology infrastructures fall behind minimum standards for effective teaching and learning. Compounding this problem are the diverse local efforts to improve teaching and learning through innovative, technology-intensive initiatives.

Missouri's public two-year and four-year colleges and universities have collaborated to develop a utility, or life-cycle, funding model that will support

Accomplishments

- MOREnet fully implemented MOREnet3, a next-generation data network that enhances the state backbone infrastructure and Internet access through an integrated multimedia network delivering audio, video, and data in an efficient, cost-effective manner.
- Missouri has agreed to participate in a new program sponsored by Internet2 to expand access to the high-performance educational backbone, Abilene. This will allow MOREnet to provide access to a new realm of digital experiences for Missouri's students and educators as well as a forum for the exchange of ideas and information.
- Currently, 30 MOBIUS member libraries are online; 19 others will be phased in by July 2002.
- The MOBIUS catalog contains 12 million volumes.
- In 2000, 30,000 volumes were borrowed through the MOBIUS system, benefiting 144,349 students.
- Nearly all public colleges and universities as well as several independent institutions and proprietary schools have indicated their intent to participate in the Missouri Learners' Network.
- The Missouri Learners' Network and the National Guard Bureau formed a partnership to help the nearly 11,000 soldiers of the Missouri National Guard fulfill their higher education and training goals.
- The Coordinating Board adopted Principles of Good Practice for Distance Learning and Web-Based Courses to ensure consistent quality in the delivery of distance learning courses and programs.

the development, maintenance, and replacement of instructional technology in educational facilities. Currently, each public institution attempts to maintain its own instructional technology infrastructure; however, the cost and frequency of updating these infrastructures surpasses the institutions' abilities to meet basic needs.

The long-term approach of the life-cycle funding model identifies agreed-upon technology standards and funding mechanisms and will help improve the effectiveness of technology in classrooms, laboratories, learning centers, and faculty offices. Key to this proposal is a four-year funding plan for equipment and network infrastructure as well as a three-year plan for the replacement of outdated equipment. This proposal recommends a phase-in over four years of \$3.25 million each year for the two-

year institutions (\$13 million) and \$5.5 million each year for the four-year institutions (\$22 million).

A life-cycle funding model for campus-level technology will ensure that MOREnet, MOBIUS, the Missouri Learners' Network, technical education, and other statewide technology initiatives can continue to be used effectively to support learning. Such a model is vital for Missouri's public institutions to educate students and train a technology-competent workforce for an ever-changing global economy.

LOOKING TO THE FUTURE

The CBHE Advisory Committee on Technology and Instruction is engaged in a long-term planning effort and will identify key measures to track the effectiveness of Missouri's technology-based delivery systems.

PRINCIPLES OF GOOD PRACTICE FOR DISTANCE LEARNING AND WEB-BASED COURSES

As distance learning and web-based courses become more common, the need to ensure that they are of high quality has become increasingly important. In April 2000, the Coordinating Board adopted Principles of Good Practice for Distance Learning and Web-Based Courses to guide institutions in ensuring consistent quality in the design and delivery of distance learning courses and program.

The three principles state:

- ◆ Distance learning (including web-based) courses and programs should maintain high academic integrity.
- ◆ Distance learning (including web-based) courses and programs should be evaluated regularly.
- ◆ Institutions involved in distance education and web-based instruction should ensure that students have access to adequate resources and services, such as technical assistance and library resources.

The principles were developed in consultation with the CBHE Advisory Committee on Technology and Instruction, chief academic officers, and others throughout Missouri higher education. They have received strong support from Missouri colleges and universities.

Institutions that have policies aligned with these principles will be eligible to list their courses and programs on the Missouri Learners' Network and in the Coordinating Board's academic program inventory.

Postsecondary Technical Education

Identifying higher education needs in the state in terms of the requirements and potential of the young people and in terms of labor force requirements for the development of commerce and industry, and of professional and public services.

Section 173.020(2) RSMo

FUNDING FOR THE STATE PLAN FOR POSTSECONDARY TECHNICAL EDUCATION

FISCAL YEAR	INCREASE	TOTAL APPROPRIATIONS*
1997	(INITIAL YEAR)	\$4,850,000
1998	\$5,075,000	\$9,925,000
1999	\$4,720,000	\$14,645,000
2000	\$5,000,000	\$19,645,000
2001	\$5,355,000	\$25,000,000

*PLUS STATE AID APPROPRIATED THROUGH MISSION
ENHANCEMENT INITIATIVES TO LINN STATE TECHNICAL
COLLEGE, CENTRAL MISSOURI STATE UNIVERSITY, MISSOURI
WESTERN STATE COLLEGE, SOUTHEAST MISSOURI STATE
UNIVERSITY, SOUTHWEST MISSOURI STATE UNIVERSITY-
WEST PLAINS, AND THE UNIVERSITY OF MISSOURI-ROLLA



NEW POSTSECONDARY TECHNICAL PROGRAMS IN CRITICAL AREAS

TARGETED OCCUPATIONAL AREAS	CERTIFICATE	AAS/AS
ADVANCED HEALTH OCCUPATIONS	0	1
COMPUTER INFORMATION SYSTEMS	7	18
ENGINEERING-RELATED TECHNOLOGIES	4	28
MECHANICS AND REPAIRERS	10	12
PRECISION PRODUCTION TRADES	10	18
SCIENCE TECHNOLOGIES	1	1

Education to implement a comprehensive system of postsecondary technical education throughout Missouri. The following year, the Coordinating Board developed the State Plan for Postsecondary Technical Education, a collaborative, five-year plan for the implementation of a statewide technical education system.

The state plan calls for the strengthening of existing and the development of new associate of applied science (AAS) degrees and technical certificate programs at two-year colleges and related baccalaureate degrees at certain four-year institutions.

It designates the community colleges as the primary providers of postsecondary technical education at the AAS-degree level and Linn State Technical College as the statewide provider of highly specialized technical education. In addition, the plan calls on the two-year campus of Southwest Missouri State University in West Plains for postsecondary vocational education and Central Missouri State University, Missouri Western State College, Southeast Missouri State

In 1995, Senate Bill 101 directed the Coordinating Board for Higher Education to work in cooperation with the State Board of

University, and the University of Missouri-Rolla for advanced degrees in technical areas.

RESULTS OF THE STATE PLAN FOR POSTSECONDARY TECHNICAL EDUCATION

In April 1998, the Coordinating Board established baseline indicators against which outcomes of the state's investment in postsecondary technical education would be measured. A year later, the Coordinating Board approved a set of performance measures to guide research on the results of Missouri's postsecondary technical education initiatives. The performance measures are designed to help answer the question: To what extent is the investment of state aid in new and expanded postsecondary technical education programs making a difference in the workforce development system in Missouri?

After five years of funding from the Missouri General Assembly, the State Plan for Postsecondary Technical Education has shown results in geographic and programmatic access, program quality, and student success.

GEOGRAPHIC AND PROGRAMMATIC ACCESS

Sixty-seven communities now provide access points for the delivery of postsecondary technical education. These access points are located throughout the service regions of the 12 community colleges and include Linn State Technical College, Southwest Missouri State University-

West Plains, Missouri Western State College, Southeast Missouri State University, Central Missouri State University, the University of Missouri-Rolla, private career schools, comprehensive high schools, and area vocational technical schools (AVTSs).

Programmatic access has improved with the addition of 110 targeted postsecondary technical programs, including 32 technical certificates and 78 technical associate of science (AS) or AAS degrees, since July 1996. In addition, selected public four-year institutions have added 12 baccalaureate degrees, 11 master's degrees, and one doctorate in targeted technical fields since July 1996.

The 12 community colleges now have transfer agreements with Missouri's 57 area vocational technical schools. The number of transfer agreements between the community colleges and public four-year institutions and private career schools is increasing as well.

Geographic and programmatic access also have been enhanced through an investment in the development of interactive instructional television (ITV) networks. By the end of FY 2000, 81 AVTSs, comprehensive high schools, and regional public universities were served by ITV connections made possible through technical education investments, and Missouri's public two-year institutions had transmitted 25 courses to 151 students.

Due in part to increased geographic and programmatic access, the number of students completing coursework in targeted technical programs reached 11,396 in FY 2000, a 39 percent increase since FY 1995.

The state's system of postsecondary technical education also works to meet the technical training needs of Missouri employers. Through the cooperative efforts of the Missouri Department of Higher Education, Missouri Division of Workforce Development, Missouri Department of Elementary and Secondary Education,

community colleges, and area vocational technical schools, more than \$20 million has been invested in customized training in each of the last five years. Customized training allows companies in Missouri to have access to a wide range of training services designed to meet their specific training needs. By combining the sources of funding and technical education delivery infrastructure, the agencies attempt to serve as many employers and employees as possible.

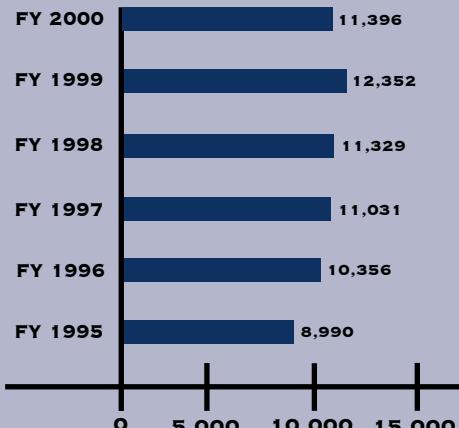
PROGRAM QUALITY

To ensure that the training and educational needs of specific regions would be met, the State Plan for Postsecondary Technical Education envisioned the active involvement of regional employers in the planning of postsecondary technical education initiatives through Regional Technical Education Councils (RTECs). The state's 12 RTECs, representing the 12 community college service regions, have a total membership of nearly 562 constituents, including 194 employers as well as elected officials, community development leaders, K-12 educators, labor unions, and postsecondary educational providers.

Technical education program quality has been enhanced through partnerships with union and non-union apprenticeship training schools. Twelve public colleges and universities have working partnerships with 204 labor union apprenticeship training schools in Missouri. Five community colleges have received Coordinating Board approval to offer the AAS degree in apprenticeship specialties, which enables labor union apprentices and journeymen to apply apprenticeship training competencies toward an AAS degree. On average, apprentices and journeymen can expect to convert apprenticeship training to 30 credit hours toward targeted AAS-degree programs.

In addition, Missouri's public two-year institutions and Missouri Western State College now use industry-based skill assessment for AS and AAS graduates in 41 of their targeted

PARTICIPATION IN TECHNICAL PROGRAMS ON-CAMPUS AND OFF-CAMPUS



STUDENT PARTICIPATION INCREASED MOST IN MECHANICS AND REPAIRERS (263 PERCENT), COMPUTER INFORMATION SYSTEMS (63 PERCENT), AND PRECISION PRODUCTION TRADES (35 PERCENT).

CUSTOMIZED TRAINING

FISCAL YEAR	FIRMS SERVED	EMPLOYEES SERVED
1992	155	46,934
1993	176	39,575
1994	188	27,600
1995	200	28,584
1996	295	19,225
1997	301	59,652
1998	300	63,528
1999	370	69,110
2000	421	76,312

(DUPLICATED COUNT)

STATE FUNDING FOR LINN STATE TECHNICAL COLLEGE OPERATIONS

FY 1997	\$1,602,429
FY 1998	\$3,745,400
FY 1999	\$4,363,093
FY 2000	\$4,855,355
FY 2001	\$5,540,528
FY 2002	\$5,263,060



MEDIAN EARNINGS OF 1998 GRADUATES WITH AAS AND AS DEGREES (13 MONTHS AFTER GRADUATION)

ADVANCED HEALTH OCCUPATIONS	\$26,626
COMPUTER INFORMATION SYSTEMS	\$30,533
ENGINEERING-RELATED TECHNOLOGIES	\$26,671
MECHANICS AND REPAIRERS	\$22,980
PRECISION PRODUCTION TRADES	\$25,997



ON AVERAGE, 13 MONTHS AFTER
COMPLETING TARGETED TECHNICAL
PROGRAMS, 1998 TECHNICAL AAS-
DEGREE GRADUATES EARNED \$26,802
ANNUALLY, COMPARED TO \$22,448
ANNUALLY FOR NONTECHNICAL
AAS-DEGREE GRADUATES. GRADUATES
RECEIVING TECHNOLOGY-RELATED
BACCALAUREATE DEGREES IN 1998
EARNED \$36,831 ANNUALLY, ON
AVERAGE, COMPARED TO \$24,476
ANNUALLY FOR GRADUATES IN
NONTECHNICAL FIELDS.

technical programs. Institutions also are implementing plans to renew or achieve national or industry-based accreditation for targeted technical programs added since FY 1997.

After becoming a part of Missouri's system of higher education in 1995, Linn State Technical College initiated a comprehensive effort to fulfill its new mission as the state's only two-year technical college. Linn State received initial accreditation from the North Central Association of Colleges and Schools Commission on Institutions of Higher Education in the fall of 2000.

STUDENT SUCCESS

The number of students completing targeted technical programs has increased significantly since the inception of the State Plan for Postsecondary Technical Education. The number of students graduating with AS and AAS degrees in targeted technical programs has increased 25 percent since FY 1995, and the number of recipients of one-year and two-year vocational certificates has increased 32 percent.

The annual earnings of graduates employed in fields related to targeted technical training are generally higher than the average salaries of graduates from Missouri public institutions entering other fields in Missouri's workforce. On average, 13 months after completing targeted technical programs, 1998 technical AAS-degree graduates earned \$26,802 annually, compared to \$22,448 annually for nontechnical AAS-degree graduates. Graduates receiving technology-related baccalaureate degrees in 1998 earned \$36,831 annually, on average, compared to \$24,476 annually for graduates in nontechnical fields.

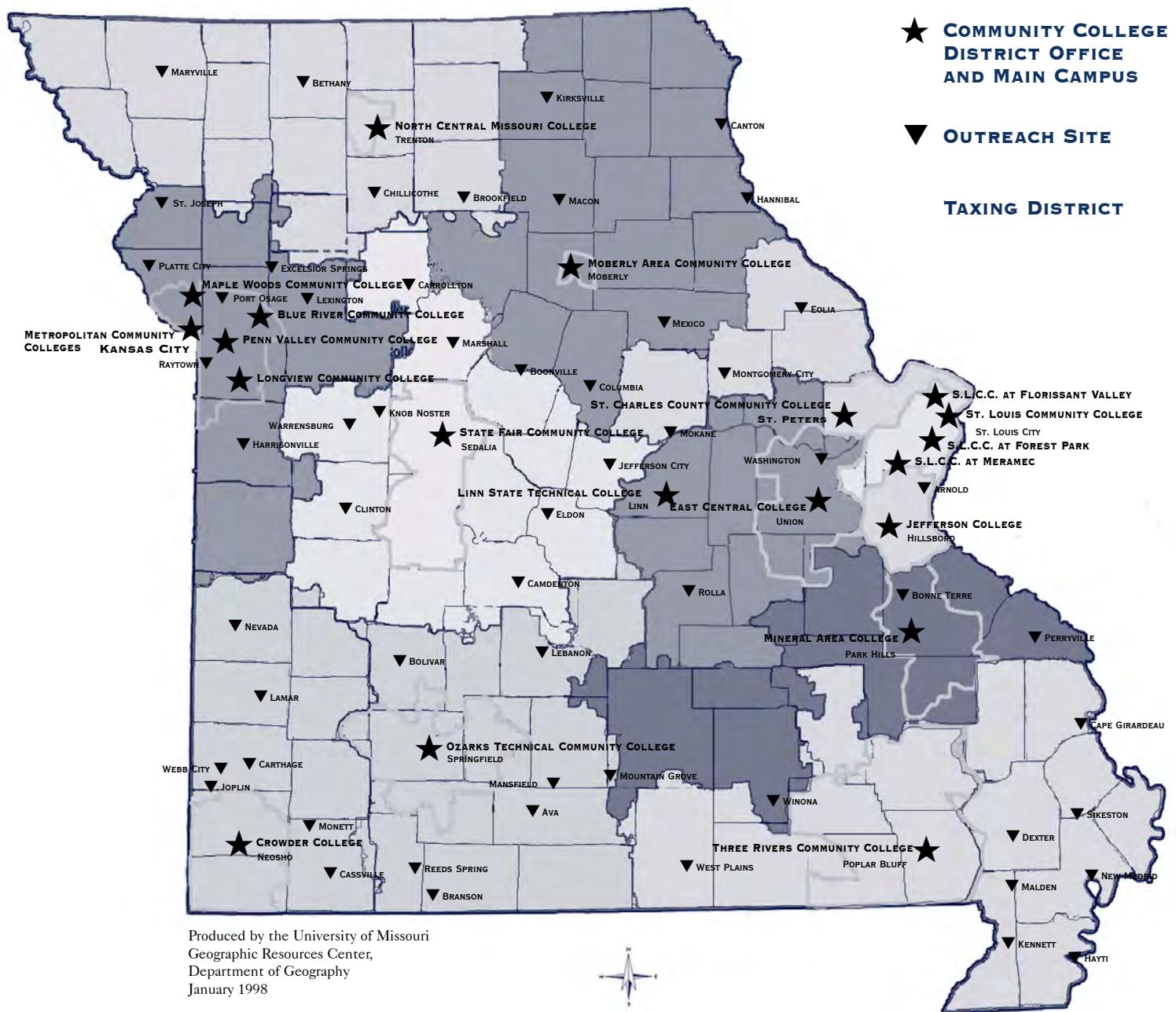
LOOKING TO THE FUTURE

Although Missouri's system of postsecondary technical education has shown progress in many areas, certain issues still need improvement and discussion:

- ◆ Too few Regional Technical Education Councils are meeting regularly and involving employers directly in regional needs assessment and program evaluation.
- ◆ The Regional Technical Education Councils should intensify their efforts to promote postsecondary technical education and increase the college participation rates of high school graduates in targeted certificate and AAS-degree programs.
- ◆ The Regional Technical Education Councils should prioritize investments in the development of new programs that are at the "cutting-edge" of technology.
- ◆ Evidence suggests that a few institutions may be reallocating RTEC appropriations planned for targeted technical program infrastructure and delivery to support off-campus general education for associate of arts degrees.
- ◆ Too few institutions are working to achieve specialized national accreditation, licensure, or certification designations for their targeted technical programs.
- ◆ The State Auditor is concerned that some Regional Technical Education Councils are not spending all of their annual appropriations on postsecondary technical education initiatives and are carrying some of the funds into the next fiscal year.
- ◆ ITV networks and equipment purchased with technical education appropriations are being used for dual credit and general education coursework rather than primarily for the delivery of technical education.
- ◆ There appears to be a lack of coordination and alignment of goals among initiatives such as Tech Prep, School-to-Careers, ABE/GED, English as a Second Language, A+ Schools Program, and One-stop Career Centers. Regional Technical Education Councils may be underutilized as an effective means to achieve workforce development, education, and training results within the service regions.
- ◆ Too few public two-year institutions are collaborating with private career schools.

RESULTS FROM MISSOURI'S INVESTMENT IN POSTSECONDARY TECHNICAL EDUCATION

GEOGRAPHIC ACCESS BY CITY FY 1999



Produced by the University of Missouri
Geographic Resources Center,
Department of Geography
January 1998



WELFARE REFORM

In its FY 2001 budget recommendation, the Coordinating Board continued to request \$2 million to fund the community colleges' workforce preparation initiatives. The Missouri General Assembly appropriated the funds, designating \$2 million for the continued implementation of the Missouri Department of Higher Education's Temporary Assistance for Needy Families (TANF) Utilization Plan. As charged by the plan, the Missouri community colleges provide TANF recipients with education and training that includes short-term curricula in occupations with demonstrated labor demand and a high probability of employment; education and training that can be achieved through self-paced, open entry/exit matriculation; child care; and other services.

FY 2001 brought the fifth and final installment of new state appropriations for the State Plan for Postsecondary Technical Education. The colleges and universities now have significant funds in their base budgets to address these remaining challenges and to sustain their efforts to implement a statewide system of postsecondary technical education that responds to the needs of Missouri employers for a high-skilled workforce.

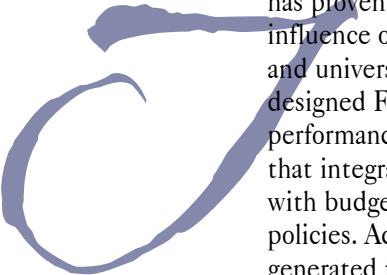
Accomplishments

- ❖ Up from 17 in FY 1996, 67 communities now provide access points for the delivery of postsecondary technical education.
- ❖ The public two-year institutions have initiated 110 new, targeted postsecondary technical programs, including 32 technical certificates and 78 technical AS- or AAS-degree programs, a 45 percent increase since 1996.
- ❖ Selected public four-year institutions added 12 baccalaureate degrees, 11 master's degrees, and one doctorate in targeted technical fields since July 1996.
- ❖ The number of students completing coursework in targeted technical programs reached 11,396 in FY 2000, a 39 percent increase since FY 1995.
- ❖ The membership of the 12 Regional Technical Education Councils has reached a total of nearly 562 constituents, including 194 employers.
- ❖ The number of students graduating with AS and AAS degrees in targeted technical programs has increased 25 percent since FY 1995, and the number of recipients of one-year and two-year vocational certificates has increased 32 percent.
- ❖ On average, 13 months after completing targeted technical programs, 1998 technical AAS-degree graduates earned \$26,802 annually, compared to \$22,448 annually for nontechnical AAS-degree graduates. Graduates receiving technology-related baccalaureate degrees in 1998 earned \$36,831 annually, on average, compared to \$24,476 annually for graduates in nontechnical fields.

Funding for Results

[In consultation with the heads of the institutions of higher education affected and against a background of carefully collected data on enrollment, physical facilities, manpower needs, [and] institutional missions, the Coordinating Board for Higher Education shall establish guidelines for appropriation requests by those institutions of higher education.]

Section 173.005.2(2) RSMo


he Coordinating Board's Funding for Results (FFR) initiative has proven to be a positive influence on Missouri colleges and universities. The board designed FFR as a results-oriented performance-funding strategy that integrates strategic planning with budget and assessment policies. Additional funds are generated for each public institution's budget based on student and institutional performance.

Through FFR, results are acknowledged and promoted, and institutions have demonstrated their willingness to be accountable to the governor, the legislature, and the public for the goals outlined in the Blueprint for Missouri Higher Education. Many institutions report that FFR has led to a renewed focus on assessment and performance and to

improved quality. They also report improvements in teaching and learning that are the direct result of Missouri's campus-based FFR initiative. This renewed culture of accountability is one of the most encouraging benefits of the program.

Missouri higher education has accepted the challenge to invite public scrutiny of its performance, and it has been commended for its performance-funding program. FFR is recognized nationally as one of the most comprehensive and effective performance-funding programs for higher education in the nation. Missouri is one of five states taking part in a national study on performance funding that is being conducted by the Pew Charitable Trusts and the Rockefeller Institute of Government.

ELEMENTS

Each year, the statewide priorities and goals that drive the FFR program are reviewed by the Coordinating Board, the governor, legislators, institutional governing board members, and college and university administrators and faculty. The

Accomplishments

STUDENT PREPARATION (1992-2000)

- ❖ College freshmen in public four-year institutions taking the CBHE-recommended high school core curriculum: 46 to 92 percent

ASSESSMENT OF GRADUATES (1993-2000)

GENERAL EDUCATION

- ❖ Associate degree: 20.3 to 79.6 percent
- ❖ Baccalaureate degree: 71.5 to 85.4 percent

MAJOR FIELD OF STUDY

- ❖ Baccalaureate degree: 63 to 79.6 percent

SUCCESS OF MINORITIES (1993-2000)

MINORITY GRADUATES AS A PERCENTAGE OF THE GRADUATING CLASS

- ❖ Associate level: 10.6 to 11.1 percent
- ❖ Baccalaureate level: 7 to 10.4 percent
- ❖ Master's level: 7.5 to 9 percent
- ❖ Doctorate/first professional level: 12.7 to 13 percent

GRADUATION RATE OF FOUR-YEAR INSTITUTIONS (ENTERING CLASSES IN 1989 AND 1994)

- ❖ Six-year graduation rate – baccalaureate degree: 47 to 52 percent

FY 2002 FUNDING ELEMENTS

PUBLIC TWO-YEAR AND FOUR-YEAR INSTITUTIONS

- ❖ SUCCESS OF UNDERREPRESENTED GROUPS
- ❖ PERFORMANCE OF GRADUATES
- ❖ FRESHMAN COMPLETION RATES
- ❖ SUCCESSFUL TRANSFER
- ❖ CAMPUS TEACHING/LEARNING IMPROVEMENT

PUBLIC FOUR-YEAR INSTITUTIONS ONLY

- ❖ QUALITY OF NEW TEACHER EDUCATION STUDENTS
- ❖ QUALITY OF NEW UNDERGRADUATE STUDENTS
- ❖ QUALITY OF NEW GRADUATE STUDENTS
- ❖ ATTAINMENT OF GRADUATION GOALS

PUBLIC TWO-YEAR INSTITUTIONS ONLY

- ❖ DEGREE/CERTIFICATE PRODUCTIVITY
- ❖ SUCCESSFUL JOB PLACEMENT

FFR Advisory Council, with representation from each public institution, provides recommendations for changes in the design of FFR. The Coordinating Board evaluates potential changes in FFR in February, April, and June of each year.

Since their inception, the FFR funding elements have remained relatively stable, but minor changes based on institutional recommendations have been incorporated each year. Existing funding elements have been refined to establish more meaningful results, and new elements have been added to increase the emphasis on quality and the alignment with the board's major public policy goals.

In June 2000, the Coordinating Board approved the FFR elements used to determine the FY 2002 FFR budget recommendations. As a result, the element for the assessment of graduates was eliminated. FFR has been successful in promoting systemic assessment programs at Missouri's public colleges and universities. These institutions have received approximately \$7.3 million in their base budgets as a result of assessing their students. Consequently, institutions now have sufficient funds in their base budgets to support

full assessment programs. Clearly, assessment of student performance – both in general education and in the major – has been institutionalized.

CAMPUS TEACHING AND LEARNING PROJECTS

FFR is unique in that it incorporates a campus-based component that involves the implementation of faculty-designed teaching and learning improvement projects, in which all 32 public two-year and four-year campuses participate.

The projects are designed to improve student performance in reading, writing, math, critical thinking, speaking, and presentation skills and to reinforce the importance of foundational skills. The scope of the teaching and learning projects is impressive, from innovative instructional strategies being implemented by a single faculty member or department to multi-institutional efforts.

A target goal for campus teaching and learning improvement projects continues to promote the dedication of 1 percent of planned expenditures on instruction from state FFR allocations to support this initiative. As of FY 2001, the percentage of

SUCCESSFUL TRANSFER RATE (1995-2000)

- ❖ Community college students who transferred to public baccalaureate degree-granting institutions and successfully earned degrees: 27 percent increase

PERFORMANCE OF STUDENTS

- ❖ Associate-degree pass scores on licensure, certification, and registration exams: 83.2 to 84.9 percent (1993-2000)
- ❖ Baccalaureate-degree pass scores on licensure, certification, and registration exams: 82.7 percent (2000)
- ❖ New graduate students scoring at or above the 50th percentile on national entrance exams (1994-2000):
 - ◆ Central, Lincoln, Northwest, Southeast, Southwest, and Truman (aggregate): 53 to 58 percent
 - ◆ University of Missouri: 82 to 86 percent

SUCCESSFUL JOB PLACEMENT

- ❖ Community college vocational education placement: 68 to 74 percent (1992-99)
- ❖ Linn State Technical College placement: 82 to 83 percent (1995-99)

TEACHING AND LEARNING IMPROVEMENT

- ❖ All 32 public two-year and four-year campuses implementing campus teaching and learning improvement projects
- ❖ Improvement in classroom teaching through the integration of faculty and staff development, technology, and innovative teaching strategies

expenditures from state FFR allocations dedicated to campus teaching and learning improvement projects was as follows:

- ◆ community colleges averaged 1.02 percent,
- ◆ Linn State Technical College dedicated 1.25 percent, and
- ◆ public four-year institutions averaged .52 percent.

Institutions also utilize other resources in support of teaching and learning.

The Department of Higher Education staff has worked with institutions to maximize the sharing of information about teaching and learning improvements among campuses. Annual reports on the teaching and learning projects provide evidence of the talent and ingenuity on Missouri's campuses and demonstrate the commitment to student success that permeates the state's higher education institutions.

LOOKING TO THE FUTURE

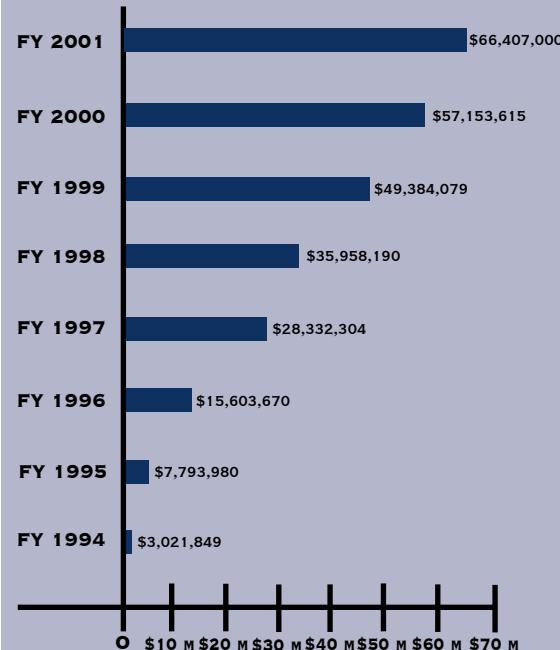
As the Coordinating Board prepares to launch a new strategic plan to set the direction for Missouri higher education for the next several years, major planning priorities and measures of success – including those associated with FFR – are under review.

Future changes to the board's FFR recommendations may involve rewards for FFR elements aligned with recent statewide initiatives, such as establishing effective partnerships, implementing cost-containment strategies, and using technology for teaching and learning improvement. Other suggestions include expanding FFR to ensure that it has an impact on the diverse students served by Missouri's public colleges and universities and that it rewards institutions for improvement toward targeted goals and for successfully implementing their respective missions.

Consideration also is being given to the feasibility of designing an FFR performance-efficiency index to analyze the success of each public institution in maximizing its FFR potential in any given year. Such analysis would be useful in evaluating FFR elements for future budget recommendations as well as determining the extent to which FFR serves as a catalyst for change.

In planning for the future, recommendations from institutional representatives and statewide studies are helping shape new approaches to performance funding.

FUNDING FOR RESULTS STATE APPROPRIATIONS*



* CUMULATIVE STATE APPROPRIATIONS
IN THE CORE BUDGETS

Looking to the Future

"THE GENUINE FEAR OF MANY FAMILIES THAT THEY WILL NOT BE ABLE TO AFFORD A COLLEGE EDUCATION, EITHER FOR THEMSELVES OR FOR THEIR CHILDREN, HAS NOT BEEN LOST ON STATE PUBLIC POLICYMAKERS AND HIGHER EDUCATION LEADERS. MISSOURI KNOWS HOW IMPORTANT IT IS THAT CITIZENS HAVE ACCESS TO THE 13TH AND 14TH YEARS OF EDUCATION."

— GOV. MEL CARNAHAN


s work on the Coordinating Board's five strategic initiatives continued, growing concern was raised about other issues, particularly college affordability and the transition from K-12 to higher education. As a result, several reports were released in late 1999 by groups working to address those issues, including the Missouri Commission on the Affordability of Higher Education and the Missouri K-16 Coalition.

MISSOURI COMMISSION ON THE AFFORDABILITY OF HIGHER EDUCATION

After a year of discussion, the Missouri Commission on the Affordability of Higher Education released its report, *Toward an Affordable Future*, during the 1999 Governor's Conference on Higher Education. The report includes 22 recommendations to improve the affordability of Missouri higher education. The recommendations were made in five areas: cost containment strategies, state budget policies, pricing, financial access, and consumer information.

Following the presentation of the commission's report in December 1999, Missouri higher education began working to implement the commission's recommendations. Following is a summary of the progress made in 2000.

GENERAL

- ♦ The affordability commission's recommendations were reviewed

to determine whether data to address them are available or new data sources need to be developed.

COST CONTAINMENT

- ♦ Missouri colleges and universities participating in the Federal Direct Loan Program were informed of the cost containment benefits to student borrowers attending institutions participating in the Missouri Student Loan Program through MOSTARS and MOHELA and were encouraged to change loan programs.
- ♦ The CBHE Advisory Committee on Technology and Instruction is exploring avenues to utilize low-cost technology-based systems.
- ♦ Efforts to ease student transfer between institutions are continuing.
- ♦ A review of institutional efforts to contain costs and how the savings are used will be incorporated into the next cycle of mission review.
- ♦ Representatives from 26 public and independent institutions attended the Cost Containment and Quality Improvement in Higher Education Conference held in September 2000. The conference featured national authorities on higher education cost containment, presentations by Missouri colleges and universities about their approaches to cost containment and quality improvement, and discussions about the viability and transferability of the various techniques presented.

STATE BUDGET POLICIES

- ♦ Committees of college and university business officers have been established to recommend how the Coordinating Board's budget policies can best be revised based on a fiscal review of the base funding for each public institution

MISSOURI COMMISSION ON THE AFFORDABILITY OF HIGHER EDUCATION

within categories of institutions with similar missions or admission selectivity.

PRICING

- ◆ A committee of institutional researchers and student financial aid officers was established to assist in developing a consolidated survey of tuition and fees and other institutional charges. The information would be used to administer the state student financial assistance programs and would be made available to the public through a variety of electronic and print media.
- ◆ A five-year revenue and expenditure plan, including projections for changes in tuition and fees, will be part of the financial analysis of institutions undergoing the next cycle of mission review.

FINANCIAL ACCESS

- ◆ The Coordinating Board established the MOSTARS Advisory Board to provide guidance on implementing the commissions' recommendations related to student financial assistance and consumer information.
- ◆ New research projects to profile state student financial assistance recipients and to determine whether the distribution of financial assistance is typical of the general population are underway.

CONSUMER INFORMATION

- ◆ Missouri received a five-year grant from the U.S. Department of Education for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). The funds will be used to develop early awareness and outreach programs that help low-income middle school students prepare for college.
- ◆ The Department of Higher Education web site is being enhanced to become a primary source of information about educational opportunities, financial planning for college, tuition and fees,

and other items to inform the public about Missouri higher education.

Implementing the affordability commission's recommendations will continue well into the future as the Coordinating Board maintains its commitment to making quality higher education affordable for Missourians and integrates the commission's recommendations with other statewide initiatives.

MISSOURI K-16 COALITION

The Missouri K-16 Coalition was established in December 1997 to work collaboratively on the design of an integrated curriculum across educational sectors and in support of higher expectations and performance levels for all students.

After two years of research and discussion, the Missouri K-16 Coalition concluded that a major, systemic change aimed at all levels of education should be initiated across Missouri.

In December 1999, the coalition formally presented its findings and recommendations in its report, Mathematics in Missouri, to its three sponsoring boards: the Coordinating Board for Higher Education, the State Board of Education, and the University of Missouri Board of Curators. Dr. Mel George, coalition chair, presented the report during the 1999 Governor's Conference on Higher Education.

The report is organized around three areas: the improvement of Missouri students' mathematics performance, the role of K-16 faculty in improving students' mathematics performance, and the involvement of K-16 faculty in professional development.

Upon the release of the report, staff from the three sponsoring boards began working on a plan to implement the coalition's recommendations. Several significant action steps have occurred throughout the past year:
◆ The Missouri Department of Elementary and Secondary Education agreed that each site team for the review of teacher

James Olson, Commission Chair; President Emeritus, University of Missouri

Clarence Barksdale, Vice Chairman, Washington University Board of Trustees

Deborah Below, Director of Admissions and Financial Aid, Jefferson College

Roseann Bentley, Member, Senate Education Committee, Missouri General Assembly

Nancy Blattner, Associate Professor and Chair of the Faculty Senate, Southeast Missouri State University

Barbara Burns, Superintendent of Schools, Lamar R-1 School District; Member and Former Chair, Southwest Missouri State University Board of Governors

James Cofer, Vice President of Finance and Administration, University of Missouri System

Karen Daniel, Partner and Vice President of Finance, Black and Veatch

John Dillingham, President and Director, Dillingham Enterprises

Chuck Foudree, Former Executive Vice President-Finance, Harmon Industries

Henry Givens, Jr., President, Harris-Stowe State College; Member, National Commission on Student Financial Aid

Joe Gray, Chairman and CEO, Gray Automotive Ruby Crenshaw Harriman, President, Daruby School

Richard Hood, Vice President and Editorial Page Editor, The Kansas City Star

Dixie Kohn, President, Mineral Area College

Scott Lakin, Chair, House Appropriations - Education and Public Safety Committee; Member, House Budget Committee, Missouri General Assembly

John Moore, Jr., President, Drury University

Jessica Neighbors, Student Representative, Truman State University Board of Governors

Elizabeth Panuncialman, Student, St. Louis Community College at Forest Park

Michael Podgursky, Professor and Chair, Department of Economics, University of Missouri-Columbia

Lynn Ray, Plant Manager, Dana Corporation (1994 Missouri Quality Award Winner; 1998 Missouri Team Quality Award Winner)

Jackie Snyder, Interim President, Penn Valley Community College

Ed Strong, Jr., President, Culver-Stockton College

Blanche Touhill, Chancellor, University of Missouri-St. Louis; Member, National Commission on the Cost of Higher Education

Terry Ward, Assistant to the Chairman of the Board and Director of Community Affairs, H & R Block, Inc.

MISSOURI K-16 TASK FORCE ON ACHIEVEMENT GAP ELIMINATION

Charles J. McClain, Task Force Chair
Former Missouri Commissioner of Higher Education

Jim Anderson
President
Springfield Area Chamber of Commerce

Marie Carmichael
Vice Chair
Coordinating Board for Higher Education

Emanuel Cleaver, II (Invited)
Former Mayor of Kansas City

Rita Days
Former State Representative

Ann Dombrowski
Secretary/Treasurer
Missouri Dry Dock and Repair Co., Inc.
and Missouri Barge Line

Janice Ellis
President
Partnership for Children

Gilbert Guerrero
Assistant Director
Guadalupe Center

Malaika Horne
Member
University of Missouri Board of Curators

James Knight, MD

Gordon Lamb
Former Interim Chancellor
University of Missouri-Kansas City

Wilma Maddox
Business Manager
Vision Care Associates, L.L.C.

Emmy McClelland
Assistant Director of Legislative Affairs
Office of the Governor

Betty Preston
Member
State Board of Education

Landon Rowland
Chairman, President, and CEO
Stilwell Financial Inc.

Gary Stangler
Former Director
Missouri Department of Social Services

Russell Thompson
President
State Board of Education

Eugene R. Wilson
Senior Vice President
Kauffman Foundation

education programs will include one person appointed by the Coordinating Board to represent state higher education interests.

- ◆ Initial site team reports, institutional rejoinders, and final recommendations will be shared with the Coordinating Board prior to submission to the State Board of Education for action.
- ◆ The presidents and chancellors of the public four-year institutions agreed to make the improvement of teacher preparation, the certification of new teachers, and professional development for returning teachers high priorities.
- ◆ The presidents and chancellors of the public four-year institutions and the commissioners of education and higher education agreed to meet regularly. The first Educational Summit, held in April 2000, brought together the commissioners as well as representatives from 14 public four-year, eight independent, and seven two-year institutions to discuss issues related to improving the quality of teachers in Missouri. Key points from the discussion include:
 - Teacher preparation should be the responsibility of the entire higher education institution.
 - Community colleges have an important role in teacher recruitment, the early training of teachers, and the facilitation of transfer into teacher education programs.
 - College of Arts and Sciences faculty should be actively involved in teacher education and professional development.
 - Attitudinal and procedural barriers to successful partnerships should be addressed.
 - Entrance and exit standards for teacher education students should be evaluated.
 - Teacher supply and demand is dynamic and complicated. Rural and urban school districts have particular challenges in terms of hiring and retaining certified teachers.

- Approximately one-third of the graduates from the public college and universities' teacher education programs do not teach within the first four years after graduation, and only 50 percent of graduates are teaching four years after graduation.
- There is a need to recruit and retain a more diverse teaching workforce that would more closely mirror the population of the state's elementary and secondary schools. Community colleges can play an important role in this.
- ◆ The presidents and chancellors of the public four-year institutions agreed to:
 - prioritize K-16 initiatives by identifying three to five major goals,
 - identify two or three collaborative projects across campus boundaries to improve teacher education, and
 - assess the status of each campus's teacher education program, paying particular attention to the Missouri Teacher Preparation Institutional Profiles.
- ◆ The presidents and chancellors of the public four-year institutions agreed to assess the strengths and challenges of the Regional Professional Development Centers located on their campuses.
- ◆ A 15-member Mathematics Technical Advisory Committee, composed of K-12 and higher education mathematics faculty, was appointed to work on the alignment of curricula between the end of high school and the beginning of collegiate-level work. The appointment of the mathematics group is intended to serve as a prototype for other disciplinary groups.
- ◆ Joint research projects using K-12 and higher education data continued, and a discussion of new projects to evaluate K-16 successes and better identify and define current challenges began.
- ◆ Efforts to integrate algebraic and pre-algebraic concepts into the

curriculum of elementary, middle, and junior high schools began.

While implementation of the first K-16 report was underway, the coalition sponsors reaffirmed their commitment to proceed with new K-16 collaborations to better prepare students for transitions between educational levels. Although the first report emphasized mathematics, many of the recommendations outline general strategies to enhance student learning as well as teacher training and professional development. The coalition sponsors agreed that future K-16 projects should build on the foundation set by the first report.

In December 2000, the three sponsoring boards launched the next Missouri K-16 project with the appointment of the Missouri K-16 Task Force on Achievement Gap Elimination. The task force is charged with developing recommendations to improve student achievement – particularly minority participation and success – at every educational level by enhancing and sustaining a quality teaching workforce.

In preparing its report, which is to be released in February 2002, the task force will consider:

- ◆ recruitment and retention of effective teachers,
- ◆ effective teachers' impact on student performance,
- ◆ effective leadership in building quality schools,
- ◆ teacher and principal professional development,
- ◆ alternative teacher certification,
- ◆ incentives for practicing and returning teachers, and
- ◆ measures of success to ensure accountability.

KNIGHT HIGHER EDUCATION COLLABORATIVE/COLLEGE AND UNIVERSITY PRESIDENTS ROUNDTABLES

In September and December 1999, Missouri college and university presidents discussed fostering collaboration among Missouri's public

and independent colleges and universities and proprietary schools.

During the September roundtable, the participants identified four "targets of opportunity" for collaborating to meet the present and future educational needs of Missouri citizens:

- ◆ creating a culture of collaboration,
- ◆ collaborating to serve new markets,
- ◆ collaborating to improve technology infrastructure and use, and
- ◆ collaborating to improve teacher preparation.

These four "targets" were the focus of ongoing group discussions in preparation for the follow-up roundtable in December, when participants developed action plans to accomplish each of the "targets of opportunity." Two additional action plans emerged from the roundtable discussions as additional opportunities for Missouri's system of higher education:

- ◆ promoting discipline-based conversations among faculty and institutions and
- ◆ fostering smooth transitions between K-12 and postsecondary education.

The six "targets of opportunity" are being implemented through the Coordinating Board's various strategic initiatives. For example, the Missouri Learners' Network will enable Missouri higher education to serve new markets. The Missouri K-16 Coalition is addressing teacher preparation, disciplined-based conversations among faculty and institutions, and transitions between K-12 and postsecondary education.

As implementation continues, each of these areas will be incorporated into The Coordinated Plan for Missouri Higher Education, a new strategic plan that envisions a truly seamless statewide system of higher education with improved access and service for Missourians.

KNIGHT HIGHER EDUCATION COLLABORATIVE FACILITATORS

 ROBERT ZEMSKY, FOUNDING DIRECTOR OF THE UNIVERSITY OF PENNSYLVANIA'S INSTITUTE FOR RESEARCH ON HIGHER EDUCATION

 MARY-LINDA ARMACOST, SENIOR ADVISOR FOR THE KNIGHT COLLABORATIVE AND SENIOR LIAISON FOR THE AMERICAN COUNCIL ON EDUCATION/KELLOGG FOUNDATION PROJECT ON LEADERSHIP AND INSTITUTIONAL TRANSFORMATION

 ANN DUFFIELD, SENIOR CONSULTANT FOR MARTS & LUNDY, INC.

 GREGORY WEGNER, MANAGING EDITOR AND CO-AUTHOR OF POLICY PERSPECTIVES AND DIRECTOR OF THE OPERATIONS OF THE KNIGHT COLLABORATIVE'S CAMPUS ROUNDTABLE PROGRAM



COLLEGE AND UNIVERSITY PRESIDENTS PLAN ACTION

 CREATE AND FOSTER A CULTURE OF COLLABORATION AMONG SECTORS

 REINVENT THE SYSTEM FOR THE RECRUITMENT, CERTIFICATION, AND PROFESSIONAL DEVELOPMENT OF TEACHERS

 IDENTIFY AND SERVE NEW HIGHER EDUCATION MARKETS

 FURTHER DEVELOP MISSOURI'S TECHNOLOGY INFRASTRUCTURE TO IMPROVE ACCESS AND ENHANCE STUDENT LEARNING

 PROMOTE DISCIPLINE-BASED CONVERSATIONS AMONG FACULTY AND INSTITUTIONS*

 FOSTER SMOOTH TRANSITIONS BETWEEN K-12 AND POSTSECONDARY EDUCATION*

*THIS ACTION PLAN EMERGED FROM FINAL ROUNDTABLE DISCUSSIONS AS AN ADDITIONAL OPPORTUNITY FOR MISSOURI'S SYSTEM OF HIGHER EDUCATION.

Academic Affairs

The Coordinating Board for Higher Education shall have approval of proposed new degree programs to be offered by the state institutions of higher education.

Section 173.005(1) RSMo

INSTITUTIONAL MISSION REVIEW

By statute, the Coordinating Board for Higher Education reviews the mission of each public institution once every five years.

Considerations of academic program mix, performance, and productivity are part of this review process. This promotes statewide planning for a coordinated, cost-effective system of higher education that supports student

access and quality academic programs and reduces unnecessary duplication.

CBHE APPROVAL OF NEW ACADEMIC PROGRAMS

The Coordinating Board has the statutory authority to approve new degree programs to be offered by Missouri's public colleges and universities. The Coordinating Board also

reviews program proposals submitted by independent colleges and universities.

Criteria for the review of new academic programs include centrality to mission, demonstrated program need, extent of duplication, level of cooperation with other institutions, program structure, accreditation status, relevant institutional characteristics, and, in the case of public institutions, financial projections. Quality assurance for off-site programs also includes the review of general oversight structures, faculty qualifications, and available support services. All new certificate- and degree-program requests submitted to the Coordinating Board by public and independent institutions also are required to include programmatic and student performance goals.

Through the academic program approval process, the Coordinating Board has made a commitment to increase the number of postsecondary technical degrees with specialized accreditation in order to meet Missouri's demand for a skilled workforce. Similarly, institutions are committed to enhancing the quality of their postsecondary technical degree programs to achieve specialized program accreditation.

CYCLE XVII RECIPIENTS OF THE EISENHOWER PROFESSIONAL DEVELOPMENT GRANT

PROJECT DIRECTOR(S)	INSTITUTION	AWARD	PROJECT DIRECTOR(S)	INSTITUTION	AWARD	PROJECT DIRECTOR(S)	INSTITUTION	AWARD
Pamela Ashmore & Timothy Baumann	University of Missouri-St. Louis	\$51,577	Allison Hoewisch & Susan Catapano	University of Missouri-St. Louis	\$83,121	Larry Peery	Central Methodist College	\$52,813
Phyllis Balcerzak	Washington University	\$36,360	Ernest Kern	Southeast Missouri State University	\$34,994	Oran Allan Pringle	University of Missouri-Rolla	\$32,159
Monica Beglau & Becky Litherland	University of Missouri-Columbia	\$53,652	Kurt Killion & Clyde Paul	Southwest Missouri State University	\$45,329	Terry Rinehart	Public Television 19, Inc.	\$72,951
Meera Chandrasekhar	University of Missouri-Columbia	\$58,700	Simon Kim & Richard Friedlander	University of Missouri-St. Louis	\$51,629	V.A. Samaranayake & Mary Ellen Kirgan	University of Missouri-Rolla	\$59,296
Kitty Collins	Public Television 19, Inc.	\$49,208	Emily Liebman	St. Louis Community College	\$63,230	Somnath Sarkar & Chris Belcher	Central Missouri State University	\$28,124
Bob Coulter	Missouri Botanical Garden	\$38,359	Victoria May & Barbara Schaal	Washington University	\$26,374	Henry White	University of Missouri-Columbia	\$43,870
Miriam Golomb & Pamela Close	University of Missouri-Columbia	\$42,848	Ben Nicholson	Mineral Area College	\$33,534	Joy Whitenack & Linda Coutts	University of Missouri-Columbia	\$51,116
Harold Harris	University of Missouri-St. Louis	\$34,083	Arthur Louis Odom, Raymond Covency, & Kathleen Kilway	University of Missouri-Kansas City	\$48,762			
Robert Hegarty & Jessica Thompson	Rockhurst University	\$34,475						

APPENDIX

CAMPUS-BASED REVIEWS OF EXISTING ACADEMIC PROGRAMS

Coordinating Board policy requires public four-year institutions to conduct campus-based reviews of their existing academic programs once every five years to ensure ongoing improvements in the quality of academic programs. The process allows institutions to evaluate the status of each of their programs and to set goals that build on program strengths and address program weaknesses. By continually enhancing the academic programs the institutions do well and reducing unnecessary duplication, the quality and efficiency of the entire system of higher education are enhanced.

Institutions review approximately 20 percent of their degree programs annually. They submit to the Coordinating Board executive summaries of the reviews, providing an overview of their academic programs, assessment measures, faculty and student resources, specialized accreditation, and any departmental concerns. Specific action plans addressing program goals also are presented.

The public four-year institutions reviewed approximately 242 major programs and centers for special and interdisciplinary studies during the 1999-2000 academic year.

EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM

The federal Eisenhower Professional Development Program, a

portion of which is administered by the Coordinating Board, provides formula funding to states for high-quality pre-service and in-service professional development for teachers in mathematics and science. Through its Eisenhower competitive grant program, the Coordinating Board promotes partnerships between higher education and local K-12 schools to encourage improvement in the quality of elementary and secondary education and to advance math and science education.

Public and independent, two-year and four-year colleges and universities that are either accredited or are eligible for accreditation as well as qualified nonprofit organizations are eligible to submit proposals.

Forty-three proposals asking for a total of more than \$2.08 million were received in grant Cycle XVII. The proposals were reviewed by a 16-member panel of professionals from elementary, secondary, and higher education with specialization in mathematics, science, and technology. Available funds made it possible to award nearly \$1.26 million to 24 projects at 14 institutions throughout the state.

Projects receiving awards included a summer physics institute for middle school teachers, a field ecology program for K-12 teachers, activity-based quantitative literacy workshops, chemistry workshops for high school teachers, and a teacher training institute for math, science, and technology.

ACADEMIC PROGRAM STATISTICS 2000

PUBLIC INSTITUTIONS

- 59 NEW PROGRAMS APPROVED
- 45 CHANGES TO CURRENT PROGRAMS APPROVED
- 1 PROGRAM DISCONTINUED

INDEPENDENT INSTITUTIONS

- 9 NEW PROGRAMS RECEIVED
- 3 CHANGES TO CURRENT PROGRAMS RECEIVED
- 2 CHANGES TO CURRENT PROGRAMS OFFERED AT PUBLIC INSTITUTIONS APPROVED



**CHECK OUR WEB SITE
(WWW.CBHE.STATE.MO.US)
FOR THE MOST RECENT
ACADEMIC PROGRAM
ACTIONS.**



ADVANCED PLACEMENT 2000

- 205 PUBLIC AND PRIVATE MISSOURI HIGH SCHOOLS OFFERED ADVANCED PLACEMENT (AP) COURSES, AN INCREASE OF 10 PERCENT SINCE 1999.

- 10,003 AP EXAMS WERE TAKEN BY 6,275 STUDENTS, REFLECTING AN INCREASE OF 14 PERCENT IN THE NUMBER OF EXAMS TAKEN AND AN INCREASE OF 15 PERCENT IN THE NUMBER OF STUDENTS TAKING THE EXAMS.

- THE AVERAGE AP EXAM GRADE FOR ALL EXAMS IN MISSOURI WAS 3.21, COMPARED TO A NATIONAL AVERAGE OF 3.01. (THE COLLEGE BOARD RECOMMENDS A GRADE OF 3.0 OR ABOVE FOR COLLEGE-LEVEL CREDIT AND ADVANCED PLACEMENT.)

- 71.9 PERCENT OF EXAMS WRITTEN BY MISSOURI STUDENTS SCORED A GRADE OF 3.0 OR ABOVE, COMPARED TO A NATIONWIDE FIGURE OF 63.6 PERCENT.

- 311 TEACHERS PARTICIPATED IN THE ADVANCED PLACEMENT TEACHER DEVELOPMENT INSTITUTES AT SOUTHEAST MISSOURI STATE UNIVERSITY AND TRUMAN STATE UNIVERSITY.

Funding

In consultation with the heads of the institutions of higher education affected and against a background of carefully collected data on enrollment, physical facilities, manpower needs, [and] institutional missions, the Coordinating Board for Higher Education shall establish guidelines for appropriation requests by those institutions of higher education.

Section 173.005.2(2) RSMo

OPERATING BUDGET

Each fiscal year, the Coordinating Board submits funding requests to the governor and the Missouri General Assembly for the Department of Higher Education, the public two-year and four-year colleges and universities, student financial assistance, and other programs administered by the Coordinating Board.

In recent years, Gov. Mel Carnahan and the Missouri General Assembly gave strong support to Missouri higher education. The state provides, on average, 52 percent of the revenues for the operations of public four-year institutions and 42 percent of operating revenues for public two-year institutions.

HIGHLIGHTS OF CBHE REQUESTS FOR NEW ITEMS AND INCREASES FY 2002

INSTITUTIONAL MISSION REVIEW AND ENHANCEMENT	\$18,287,170
MOSTARS	
ADVANTAGE MISSOURI PROGRAM	\$1,750,000
MISSOURI COLLEGE GUARANTEE PROGRAM	\$2,540,000
GALLAGHER "GRANT" PROGRAM	\$1,500,000
GEAR UP	\$1,504,612
TECHNOLOGY-BASED DELIVERY SYSTEMS	
MORENET	\$3,439,520
MOBIUS	\$2,400,000
MISSOURI LEARNERS' NETWORK	\$460,076
CAMPUS TECHNOLOGY INFRASTRUCTURE	\$8,750,000
FUNDING FOR RESULTS	
FOUR-YEAR INSTITUTIONS	\$14,745,821
COMMUNITY COLLEGES	\$3,460,215
LINN STATE TECHNICAL COLLEGE	\$150,814

In June 2000, Gov. Carnahan signed the FY 2001 state operating budget, which included \$1.15 billion for Missouri higher education. Overall, state support for higher education has increased from \$620 million in FY 1993 to \$1.15 billion in FY 2001, an increase of 84 percent. The increase in funding has come primarily through enhancements to institutions' core budgets with inflation funding and a state commitment to the performance-based Funding for Results initiative.

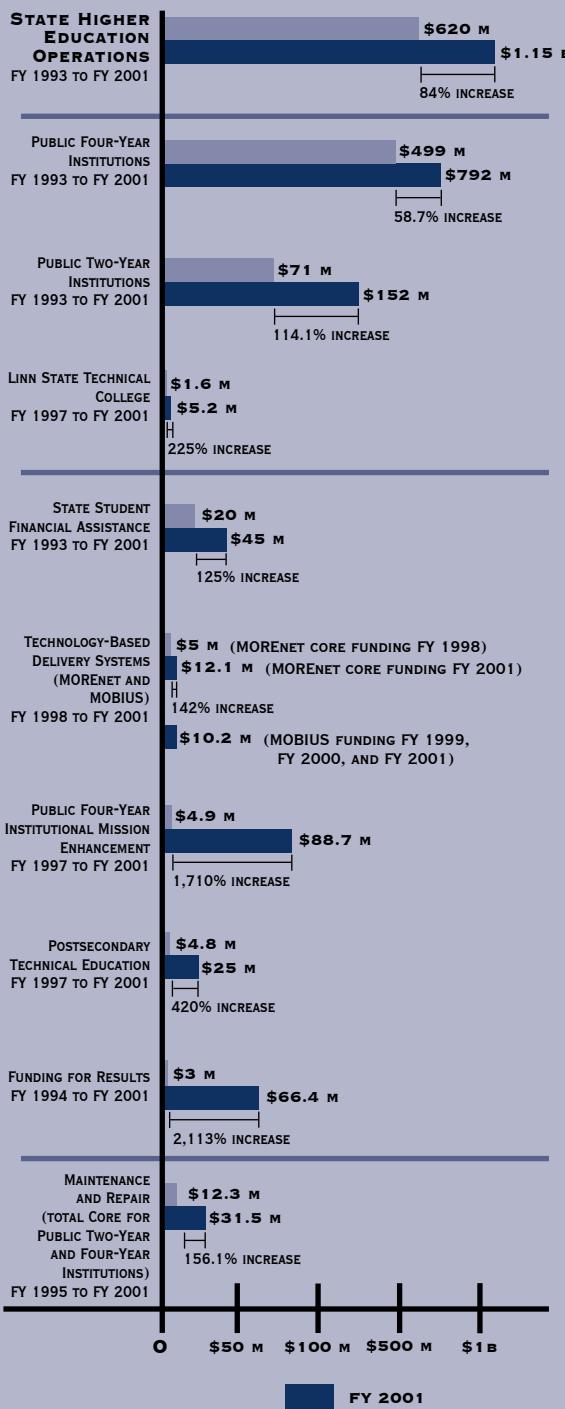
In October 2000, the Coordinating Board approved an FY 2002 operating budget request of \$1.3 billion, which includes nearly \$60 million in new funding for the strategic initiatives included in the Blueprint for Missouri Higher Education. Department of Higher Education staff worked with the state's public two-year and four-year college and university presidents in developing the funding request, which is built around the Coordinating Board's strategic initiatives and emphasizes results-oriented accountability.

Through the operating budget, the state also provides ongoing support for maintenance and repair at public two-year and four-year institutions. The strong commitment to continuing support for maintenance and repair, which began in FY 1995, was guided by the Coordinating Board's long-standing position that all state-owned higher education facilities should be adequately maintained. Since FY 1993, state support for maintenance and repair has increased 110 percent at four-year institutions and 271 percent at community colleges.

HIGHER EDUCATION OPERATING BUDGET

	FY 2001 APPROPRIATION	FY 2002 CORE	FY 2002 REQUEST
COORDINATION			
COORDINATION ADMINISTRATION	\$1,325,949	\$1,325,949	\$1,362,684
PROPRIETARY SCHOOL REGULATION	224,088	224,088	230,710
PROPRIETARY SCHOOL BOND	100,000 E	100,000 E	100,000 E
MIDWESTERN HIGHER EDUCATION COMMISSION	75,000	75,000	82,500
MISSOURI LEARNERS' NETWORK	0	0	460,076
K-16 COALITION	0	0	80,000
TRUSTEE PROFESSIONAL DEVELOPMENT	0	0	40,000
DISTRIBUTED LEARNING WORKSHOP	0	0	1,250,000
CONTRACTING FOR ACADEMIC PROGRAMS	250,000	250,000	250,000
MOBIUS - COMMON LIBRARY SYSTEM	3,401,845	0	2,400,000
STATE ANATOMICAL BOARD	3,069	3,069	3,069
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM	1,775,015	1,775,015	1,776,229
FEDERAL GRANTS: STATEWIDE INITIATIVES	2,513,064	2,513,064	4,017,983
MOSTARS			
GRANT AND SCHOLARSHIP PROGRAMS			
GRANT AND SCHOLARSHIP ADMINISTRATION	492,653	492,653	506,309
MISSOURI HIGHER EDUCATION ACADEMIC SCHOLARSHIP PROGRAM	15,787,000	15,787,000	15,787,000
CHARLES GALLAGHER STUDENT FINANCIAL ASSISTANCE PROGRAM	16,628,436	16,628,436	18,128,436
ADVANTAGE MISSOURI PROGRAM	2,930,969	2,930,969	4,680,969
MISSOURI COLLEGE GUARANTEE PROGRAM	8,460,000	8,460,000	11,000,000
PUBLIC SERVICE OFFICER OR EMPLOYEE'S CHILD SURVIVOR GRANT PROGRAM	45,000	45,000	45,000
Vietnam Veteran's Survivor Grant Program	15,000	15,000	15,000
MARGUERITE ROSS BARNETT MEMORIAL SCHOLARSHIP PROGRAM	500,000	500,000	750,000
MISSOURI STUDENT LOAN PROGRAM			
MISSOURI STUDENT LOAN PROGRAM ADMINISTRATION	9,526,602	9,526,602	11,102,470
ENHANCED CAPACITY AND SERVICE	0	0	2,079,000
COLLECTION CONTRACTS	0	0	4,000,001 E
48-HOUR RULE REIMBURSEMENT	0	0	1,298,199
MISSOURI STUDENT LOAN PROGRAM REVOLVING FUND	85,000,000 E	85,000,000 E	85,000,000 E
TAX REFUND OFFSET PROGRAM	750,000 E	750,000 E	750,000 E
PUBLIC TWO-YEAR INSTITUTIONS			
STATE AID TO COMMUNITY COLLEGES (\$2 M WP-TANF)	105,597,788	105,597,788	123,023,299
WORKFORCE PREPARATION PROJECTS	19,821,112	19,821,112	20,613,956
POSTSECONDARY TECHNICAL EDUCATION PLAN	25,000,000	25,000,000	26,000,000
OUT-OF-DISTRICT INSTRUCTIONAL PROGRAMS	1,430,566	1,430,566	1,485,389
COMMUNITY COLLEGE TAX REFUND OFFSET	250,000 E	250,000 E	250,000 E
LINN STATE TECHNICAL COLLEGE	5,540,528	5,240,495	6,505,685
PUBLIC FOUR-YEAR INSTITUTIONS			
HARRIS-STOWE STATE COLLEGE	10,673,759	10,673,759	12,442,811
MISSOURI SOUTHERN STATE COLLEGE	21,471,501	21,421,501	24,016,371
MISSOURI WESTERN STATE COLLEGE	21,981,789	21,981,789	24,342,690
CENTRAL MISSOURI STATE UNIVERSITY	61,775,221	61,775,221	67,426,053
SOUTHEAST MISSOURI STATE UNIVERSITY	50,528,036	50,528,036	55,574,262
SOUTHWEST MISSOURI STATE UNIVERSITY	87,396,416	87,396,416	99,245,996
NORTHWEST MISSOURI STATE UNIVERSITY	32,287,737	32,287,737	35,832,685
TRUMAN STATE UNIVERSITY	45,422,660	45,422,660	51,994,989
LINCOLN UNIVERSITY	18,553,437	18,553,437	20,627,178
UNIVERSITY OF MISSOURI	442,227,843	442,227,843	503,939,823
UNIVERSITY OF MISSOURI HEALTH PROGRAMS			
HOSPITAL AND CLINICS	9,679,635	9,679,635	12,566,820
ELLIS FISCHEL CANCER CENTER	4,581,985	4,581,985	4,765,264
MISSOURI REHABILITATION CENTER	10,907,435	10,907,435	11,343,732
MISSOURI INSTITUTE OF MENTAL HEALTH	2,555,389	2,555,389	2,657,605
ALZHEIMER'S PROGRAM	252,639	252,639	262,745
MISSOURI KIDNEY PROGRAM	4,463,082	4,463,082	4,891,605
MORENET	12,138,000	12,138,000	15,577,520
STATE HISTORICAL SOCIETY	1,025,112	1,025,112	1,066,116
STATE SEMINARY FUND	2,025,000	2,025,000	1,750,000
TOTAL	\$1,147,390,360	\$1,143,638,482	\$1,295,398,229

2000 ANNUAL REPORT



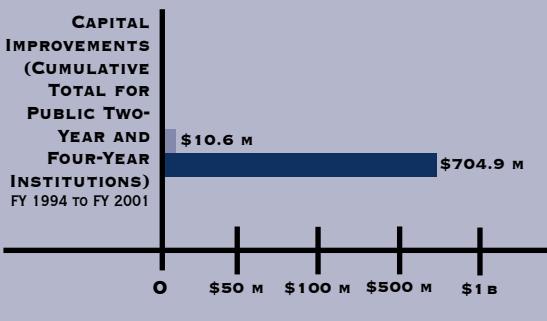
CAPITAL IMPROVEMENTS BUDGET

Since FY 1994, state appropriations for capital improvement projects at public two-year and four-year institutions have totaled nearly \$705 million. These appropriations have underwritten projects at all public four-year institutions and, beginning with the FY 2000 budget, all public two-year colleges.

In June 2000, Gov. Carnahan signed the FY 2001 capital improvements budget, which included 30 higher education capital improvement projects totaling \$140 million. Most of the funds, however, were held by the governor because of litigation involving the Hancock Amendment. Despite a favorable Missouri Supreme Court ruling months later, the funds still have not been released to the colleges and universities due to budget

shortfalls in FY 2001. The FY 2001 capital improvements funding may be used to make up for the shortfall in state revenues.

Even while the FY 2001 capital funding remained in question, the Coordinating Board proceeded with its annual budget recommendation process. After weighing the FY 2002 capital funding request from each institution against the guidelines for choosing capital improvement priorities, the board approved a state funding request for 29 capital improvement projects totaling more than \$7 million for the community colleges and \$137.4 million for the public four-year colleges and universities and Linn State Technical College. With the expected budget shortfall, it is unlikely that the FY 2002 capital improvements request will be funded.



APPENDIX

HIGHER EDUCATION CAPITAL APPROPRIATIONS FY 2001

PUBLIC FOUR-YEAR INSTITUTIONS AND LINN STATE TECHNICAL COLLEGE

CBHE PRIORITY	INSTITUTION	FACILITY	PROJECT DESCRIPTION	INSTITUTIONAL REQUEST	CBHE RECOMM.	APPROP.
1	NORTHWEST	OLIVE DELUCE FINE ARTS	RENOVATIONS AND CONSTRUCTION	\$16,237,685	\$16,237,685	\$14,265,068
2	LINCOLN	JASON HALL	RENOVATION AND ADDITION	\$4,462,379	\$4,462,379	\$3,539,454
3	HARRIS-STOWE	EARLY CHILDHOOD/PARENT EDU. CTR.	CONSTRUCTION	\$6,250,109	\$6,250,109	\$5,000,087
4	SOUTHEAST	VISUAL AND PERFORMING ARTS	NEW CONSTRUCTION AND RENOVATION	\$13,200,000	\$11,950,000	\$11,950,000
5	SOUTHERN	HEALTH SCIENCES BUILDING	CONSTRUCTION	\$12,000,000	\$12,000,000	\$9,360,000
6	UM-ST. LOUIS	BENTON AND STADLER HALLS	RENOVATION	\$5,000,000	\$5,000,000	\$5,000,000
7	LINN STATE	MED./HVY. TRUCK CTR. AND CAMPUS DEV.	CONSTRUCTION AND RENOVATION	\$6,998,858	\$6,998,858	\$5,828,681
8	UM-COLUMBIA	LIFE SCIENCES BUILDING	CONSTRUCTION	\$29,947,000	\$29,947,000	\$29,947,000
9	SOUTHWEST	FREUP PLAN	RENOVATION/REUTILIZATION PLAN	\$7,757,428	\$7,757,428	\$7,757,428
10	UM-KANSAS CITY	PHARMACY AND NURSING BUILDING	CONSTRUCTION	\$30,510,000	\$30,510,000	\$30,490,400
11	UM-ROLLA	MECHANICAL ENGINEERING	RENOVATIONS	\$10,000,000	\$6,265,000	\$6,265,000
12	UM-COLUMBIA	MCKEE GYMNASIUM	PLANNING FOR RENOVATION AND ADDITION	\$1,000,000	\$1,000,000	\$1,000,000
13	WESTERN	TRAINING AND DEVELOPMENT CENTER	CONSTRUCTION	\$1,000,000	\$1,000,000	\$1,000,000
N/A	HARRIS-STOWE	MAIN BUILDING	ELEVATOR REPAIR	N/A	N/A	\$150,000
N/A	SOUTHEAST	KENNEDY LEARNING CENTER	PLANNING, DESIGN, RENOVATION, AND CONSTRUCTION	N/A	N/A	\$150,000
N/A	UM-ST. LOUIS	NORMANDY HOSPITAL BUILDING	ACQUISITION	N/A	N/A	\$1,500,000
N/A	UM-COLUMBIA	HUNDLEY-WHALEY FARM	DESIGN AND CONSTRUCTION	N/A	N/A	\$50,000
N/A	UM-COLUMBIA	THOMPSON FARM CATTLE CENTER	PLANNING, DESIGN, AND CONSTRUCTION	N/A	N/A	\$80,000
TOTAL				\$144,363,459	\$139,378,459	\$133,333,118

PUBLIC COMMUNITY COLLEGES

CBHE PRIORITY	INSTITUTION	FACILITY	PROJECT DESCRIPTION	INSTITUTIONAL REQUEST	CBHE RECOMM.	APPROP.
1	CROWDER	NEVADA FACILITY	RENOVATION	\$880,000	\$440,000	\$440,000
2	ST. LOUIS	ADV. MANUFACTURING CENTER	CONSTRUCTION	\$4,200,000	\$2,100,000	\$2,100,000
3	NORTH CENTRAL	HOFFMAN HALL	RENOVATION AND EXPANSION	\$700,000	\$350,000	\$350,000
4	THREE RIVERS	LIBRARY AND ADMIN. BLDG.	RENOVATION	\$596,096	\$298,048	\$298,048
5	ST. CHARLES COUNTY	TECHNOLOGY CENTER	EXPANSION	\$4,563,919	\$991,771	\$991,771
6	JEFFERSON	VOC./TECH. BLDG. AND TECH. CTR.	RENOVATION	\$1,000,000	\$500,000	\$500,000
7	OZARKS TECHNICAL	LINCOLN HALL AND SOUTH CAMPUS	RENOVATION AND PLANNING	\$2,200,000	\$1,100,000	\$1,080,000
8	EAST CENTRAL	VOC. TECH. BLDG.	RENOVATION	\$160,000	\$80,000	\$80,000
N/A	CROWDER	SAFETY CENTER TOWER	CONSTRUCTION	N/A	N/A	\$10,000
N/A	MINERAL AREA	FREDRICKTOWN FACILITY	PLANNING, DESIGN, AND CONSTRUCTION	N/A	N/A	\$75,000
SUBTOTAL - CBHE ALLOCATION				\$14,300,015	\$5,859,819	\$5,924,819
N/A	ST. LOUIS	PARKING FACILITY AT FOREST PARK	PLANNING, DESIGN, AND CONSTRUCTION	N/A	N/A	\$360,000
N/A	MINERAL AREA	WINONA FACILITY	PLANNING, DESIGN, AND CONSTRUCTION	N/A	N/A	\$425,000
TOTAL				\$14,300,015	\$5,859,819	\$6,709,819

INDEPENDENT AUDITOR'S REPORT

We have audited the accompanying financial statements of the various funds of the State Guaranty Student Loan Program of the Department of Higher Education as of and for the year ended June 30, 2000, as identified in the table of contents. These financial statements are the responsibility of the program's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to in the first paragraph present fairly, in all material respects, the financial position of the State Guaranty Student Loan Program as of June 30, 2000, and the results of its operations for the year then ended in conformity with generally accepted accounting principles.

In accordance with Government Auditing Standards, we also have issued our report dated February 15, 2001, on our consideration of the program's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grants. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

The accompanying Statistical Section is presented for informational purposes. This information was obtained from the program's management and was not subjected to the auditing procedures applied in the audit of the financial statements referred to above.

An integral part of the program's funding comes from federal awards. Those federal awards are reported on in the State of Missouri Single Audit Report issued by the State Auditor's office. The single audit is conducted in accordance with the provisions of U. S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations.



Claire McCaskill
State Auditor

A COMPLETE REPORT MAY BE OBTAINED UPON REQUEST.

MISSOURI STUDENT LOAN PROGRAM
COMBINED BALANCE SHEET
JUNE 30, 2000

EXHIBIT A	SPECIAL REVENUE FUNDS			RESTRICTED INTEREST FUND	AUTOMATIC TRANSFER OF MONEY (ATOM) FUND	AGENCY FUND		ACCOUNT GROUPS	
	FEDERAL STUDENT LOAN RESERVE FUND	GUARANTY AGENCY OPERATING FUND	RESTRICTED RESERVE FUND			GENERAL FIXED ASSET ACCOUNT GROUP	GENERAL LONG-TERM DEBT ACCOUNT GROUP	TOTAL (MEMORANDUM ONLY)	
ASSETS AND OTHER DEBITS									
CASH AND INVESTMENTS	\$34,595,581	\$8,612,013	\$19,453,002		\$1,511,025	\$287,251	\$0	\$0	\$64,458,872
DUE FROM FEDERAL GOVERNMENT									
REINSURANCE	2,542,838	0	0		0	0	0	0	2,542,838
LOAN PROCESSING AND ISSUANCE FEE	0	184,770	0		0	0	0	0	184,770
ACCOUNT MAINTENANCE FEE	0	519,509	0		0	0	0	0	519,509
GUARANTEE FEES RECEIVABLE	61,536	0	0		0	0	0	0	61,536
INTEREST RECEIVABLE	5,690	1,073	0		0	0	0	0	6,763
ALLOWANCE FOR DEFAULT AVISSION REBATE	300,000	0	0		0	0	0	0	300,000
DUE FROM OTHER FUNDS	4,117,008	636,981	0		0	0	0	0	4,753,989
FIXED ASSETS	0	0	0		0	720,087	0	0	720,087
ACCUMULATED DEPRECIATION	0	0	0		0	(414,922)	0	0	(414,922)
AMOUNT TO BE PROVIDED FOR RETIREMENT OF GENERAL LONG-TERM DEBT	0	0	0		0	0	91,487	0	91,487
TOTAL ASSETS AND OTHER DEBITS	\$41,622,653	\$9,954,346	\$19,453,002		\$1,511,025	\$287,251	\$305,165	\$91,487	\$73,224,929
LIABILITIES, EQUITY, AND OTHER CREDITS									
LIABILITIES									
ACCRUED PAYROLL	0	19,894	0		0	0	0	0	19,894
EMPLOYEE FRINGE BENEFITS PAYABLE	0	25,323	0		0	0	0	0	25,323
ACCOUNTS PAYABLE	2,309,961	1,654,821	0	83,118	0	0	0	0	4,047,900
ACCRUED LEAVE LIABILITY	0	0	0		0	0	0	91,487	91,487
DEFERRED FEDERAL ADVANCES	1,874,831	0	0		0	0	0	0	1,874,831
DEFAULT AVISSION REBATE ALLOWANCE	0	300,000	0		0	0	0	0	300,000
DUE TO FEDERAL GOVERNMENT	0	0	19,453,002		0	0	0	0	19,453,002
DUE TO SCHOOLS	0	0	0		0	72,199	0	0	72,199
DUE TO LENDERS	0	0	0		0	38,317	0	0	38,317
DUE TO OTHER FUNDS	633,526	3,943,728	0		0	176,735	0	0	4,753,989
TOTAL LIABILITIES	\$4,818,318	\$5,943,766	\$19,453,002		\$83,118	\$287,251	0	\$91,487	\$30,676,942
EQUITY AND OTHER CREDITS									
INVESTMENT IN FIXED ASSETS	0	0	0		0	0	305,165	0	305,165
FUND BALANCE	36,804,335	4,010,580	0	1,427,907	0	0	0	0	42,242,822
TOTAL EQUITY AND OTHER CREDITS	\$36,804,335	\$4,010,580	\$0	\$1,427,907	\$0	\$305,165	\$0	\$42,547,987	
TOTAL LIABILITIES, EQUITY, AND FUND BALANCE	\$41,622,653	\$9,954,346	\$19,453,002		\$1,511,025	\$287,251	\$305,165	\$91,487	\$73,224,929

MISSOURI STUDENT LOAN PROGRAM
COMBINED STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
YEAR ENDED JUNE 30, 2000

EXHIBIT B	SPECIAL REVENUE FUNDS				
	FEDERAL STUDENT LOAN RESERVE FUND	GUARANTY AGENCY OPERATING FUND	RESTRICTED RESERVE FUND	RESTRICTED INTEREST FUND	TOTAL (MEMORANDUM ONLY)
REVENUES					
GUARANTEE FEES	\$79,377	\$0	\$0	\$0	\$79,377
FEDERAL REIMBURSEMENTS					
REINSURANCE	13,362,545	0	0	0	13,362,545
ADMINISTRATIVE EXPENSE ALLOWANCE	0	0	0	0	0
LOAN PROCESSING AND ISSUANCE FEE	0	1,715,680	0	0	1,715,680
ACCOUNT MAINTENANCE FEE	0	1,931,341	0	0	1,931,341
SUPPLEMENTAL PRECLAIMS ASSISTANCE	0	0	0	0	0
INTEREST INCOME	2,152,207	388,833	856,960	0	3,398,000
LOAN RECOVERIES	0	27,327,758	0	0	27,327,758
LOAN DISBURSEMENTS FROM BANKS	0	0	0	0	0
SCHOOL RETURNS	0	0	0	0	0
MISCELLANEOUS	6,847	7,871	0	0	14,718
TOTAL REVENUES	\$15,600,976	\$31,371,483	\$856,960	\$0	\$47,829,419
EXPENDITURES					
PERSONAL SERVICE	0	1,364,032	0	0	1,364,032
EMPLOYEE FRINGE BENEFITS	0	370,850	0	0	370,850
EXPENSE AND EQUIPMENT	0	6,127,372	0	434,420	6,561,792
DEFAULTED LOAN PURCHASES	33,281,354	0	0	0	33,281,354
LOAN RECOVERY REIMBURSEMENTS	0	0	0	0	0
COLLECTION AGENCY FEES	0	4,107,638	0	0	4,107,638
PAYMENTS TO FEDERAL GOVERNMENT	0	0	6,484,334	0	6,484,334
PAYMENTS TO SCHOOLS	0	0	0	0	0
PAYMENTS TO LENDERS	0	0	0	0	0
BANK CHARGES	0	0	0	0	0
TOTAL EXPENDITURES	\$33,281,354	\$11,969,892	\$6,484,334	\$434,420	\$52,170,000
REVENUES OVER (UNDER) EXPENDITURES	(\$17,680,378)	\$19,401,591	(\$5,627,374)	(\$434,420)	(\$4,340,581)
OTHER FINANCING SOURCES (USES)					
OPERATING TRANSFERS					
IN	18,874,219	1,314,170	6,484,334	856,960	27,529,683
OUT	(7,679,178)	(18,700,939)	(856,960)	0	(27,237,077)
APPROPRIATIONS EXERCISED BY OTHER STATE AGENCIES	0	(130,426)	0	0	(130,426)
REVENUES OVER (UNDER) EXPENDITURES AND OTHER FINANCING SOURCES (USES)	(\$6,485,337)	\$1,884,396	\$0	\$422,540	(\$4,178,401)
FUND BALANCE, JULY 1	\$43,289,672	\$2,056,245	\$0	\$1,005,367	\$46,351,284
PRIOR PERIOD ADJUSTMENT	\$0	\$69,939	\$0	\$0	\$69,939
ADJUSTED FUND BALANCE, JULY 1	\$43,289,672	\$2,126,184	\$0	\$1,005,367	\$46,421,223
FUND BALANCE, JUNE 30	\$36,804,335	\$4,010,580	\$0	\$1,427,907	\$42,242,822

MISSOURI STUDENT LOAN PROGRAM
STATEMENT OF APPROPRIATIONS AND EXPENDITURES
YEAR ENDED JUNE 30, 2000

EXHIBIT C	APPROPRIATIONS	EXPENDITURES	LAPSED BALANCES
GUARANTY AGENCY OPERATING FUND			
PERSONAL SERVICE/EXPENSE AND EQUIPMENT	\$7,566,481	\$7,543,521	\$22,960
FEDERAL STUDENT LOAN RESERVE FUND			
PURCHASE OF DEFAULTED LOANS, PAYMENT OF DEFAULT AVIATION FEES, REIMBURSEMENT TO FEDERAL GOVERNMENT, AND INVESTMENT OF FUNDS OF THE FEDERAL STUDENT LOAN RESERVE FUND	85,000,000	33,878,904	51,121,096
RESTRICTED INTEREST FUND			
PERSONAL SERVICE/EXPENSE AND EQUIPMENT	1,000,002	434,420	565,582
TOTAL ALL FUNDS	\$93,566,483	\$41,856,845	\$51,709,638

Legislation

The following bills affecting higher education were passed during the Second Regular Session of the 90th General Assembly and signed into law by Gov. Mel Carnahan in 2000.

SENATE BILL 894: TAX LEVIES

This omnibus local government and taxation bill changes the relationship between assessed valuation thresholds and the maximum tax levies that may be imposed by community colleges without voter approval. The changes, which allow districts that are crossing the \$500 million threshold to avoid having to roll back their levies to \$0.20, are illustrated below.

ASSESSED VALUATION	MAXIMUM LEVY PER \$100 ASSESSED VALUATION WITHOUT VOTER APPROVAL
Greater than \$1,500,000,000	\$0.10
\$750,000,000 - \$1,500,000,000	\$0.20
\$500,000,000 - \$750,000,000	\$0.30
Less than \$500,000,000	\$0.40

HOUSE BILL 1396: LIFELONG LEARNING MONTH

This legislation requires the governor to annually proclaim February as "Missouri Lifelong Learning Month."

SPINAL CORD INJURY RESEARCH GRANTS

It also requires the University of Missouri Board of Curators to request an annual appropriation of at least \$200,000 for spinal cord injury research grants, which will be administered by an advisory board established in the legislation.

STUDENT GOVERNING BOARD REPRESENTATIVES

In addition, it makes technical corrections to the laws involving student representatives to the governing boards of public institutions of higher education. During the 1999 session, the law was changed to (a) allow student representatives to attend closed board meetings unless excluded by a unanimous vote of the other board members, (b) clarify that confidentiality policies apply to all board members, (c) provide student representatives the same reimbursement for expenses as provided other board members, and (d) allow student representatives to serve under an alternative payment arrangement rather than requiring all charges to be paid prior to appointment. Due to a drafting error, the 1999 changes did not apply to Truman State University or Lincoln University. This bill extends the 1999 changes to Truman State and Lincoln.

UNIVERSITY OF MISSOURI "TUITION"

Finally, the bill removes language prohibiting the University of Missouri from charging or collecting "tuition," as opposed to incidental or educational fees.

HOUSE BILL 1486: COMMUNITY COLLEGE MAINTENANCE AND REPAIR

This bill allows certain salary expenses to be used for maintenance and repair matching requirements at community colleges.

HOUSE BILL 1808: RETIREMENT

This omnibus retirement bill modifies public colleges' and universities' retirement policy options to require that retirement, severance, and associated salary continuance policies and plans, as defined in Section 173.205 RSMo, be applied uniformly, consistently, and fairly to all similarly situated officials and employees. It also states that no employee or official shall be singled out for retirement or severance benefits that are inconsistent with the formally adopted policies and plans of the institution.

Statistics

The Coordinating Board shall collect the necessary information and develop comparable data for all institutions of higher education in the state.

Section 173.005.2(7) RSMo

TOTAL FULL-TIME EQUIVALENT ENROLLMENT AT PUBLIC INSTITUTIONS FALL 1981 AND FALL 1995 TO FALL 2000

INSTITUTION	FALL 1981	FALL 1995	FALL 1996	FALL 1997	FALL 1998	FALL 1999	FALL 2000
FOUR-YEAR COLLEGES							
HARRIS-STOWE	946	1,094	1,095	1,104	1,111	1,072	1,035
MISSOURI SOUTHERN	3,174	4,050	4,030	4,183	4,250	4,306	4,322
MISSOURI WESTERN	3,284	3,901	3,930	4,017	4,031	4,081	4,038
SUBTOTAL	7,404	9,045	9,055	9,304	9,392	9,459	9,395
REGIONAL UNIVERSITIES							
CENTRAL	9,234	8,600	8,372	8,234	8,312	8,303	8,515
NORTHWEST	4,380	5,091	5,094	5,168	5,081	5,184	5,295
SOUTHEAST	8,187	6,513	6,440	6,381	6,504	6,658	6,764
SOUTHWEST	11,462	13,082	12,925	13,000	13,418	13,837	14,112
SMSU - WEST PLAINS	315	656	726	815	819	841	924
SUBTOTAL	33,578	33,942	33,557	33,598	34,134	34,823	35,610
STATEWIDE LIBERAL ARTS UNIVERSITY							
TRUMAN	6,233	6,161	6,153	6,176	6,194	6,043	5,819
1890 LAND-GRANT UNIVERSITY							
LINCOLN	2,070	2,365	2,048	2,142	2,299	2,375	2,384
1862 LAND-GRANT UNIVERSITY							
UM-COLUMBIA	22,313	18,560	18,812	18,913	19,258	19,411	19,947
UM-KANSAS CITY	7,985	6,901	6,983	7,185	7,302	7,655	8,092
UM-ROLLA	6,684	4,524	4,501	4,219	4,227	4,073	3,996
UM-St. LOUIS	8,205	8,851	8,920	8,693	8,964	8,995	9,006
SUBTOTAL	45,187	38,836	39,216	39,010	39,751	40,134	41,041
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL							
	94,472	90,349	90,029	90,230	91,770	92,834	94,249
COMMUNITY COLLEGES							
CROWDER	812	1,025	1,093	1,009	1,033	1,153	1,107
EAST CENTRAL	1,353	1,630	1,672	1,700	1,708	1,846	1,868
JEFFERSON	1,628	2,501	2,552	2,546	2,575	2,609	2,506
BLUE RIVER	N/A	N/A	N/A	N/A	N/A	N/A	1,196
LONGVIEW	2,506	4,353	4,203	4,222	4,307	4,451	3,236
MAPLE WOODS	1,270	2,449	2,476	2,541	2,821	2,795	2,876
PENN VALLEY	2,878	2,336	2,233	2,056	2,422	2,326	2,277
MINERAL AREA	993	1,468	1,558	1,633	1,627	1,671	1,786
MOBERLY	662	1,125	1,225	1,221	1,337	1,621	1,761
NORTH CENTRAL	367	660	707	772	852	823	871
OZARKS TECHNICAL	N/A	1,927	2,296	2,839	2,990	3,422	3,715
ST. CHARLES COUNTY	N/A	2,343	2,453	2,803	3,028	3,146	3,172
ST. LOUIS COMMUNITY COLLEGE AT FLORISSANT VALLEY	5,636	3,985	3,852	3,721	3,740	3,805	3,638
ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK	3,993	3,160	3,185	3,090	3,059	3,321	3,492
ST. LOUIS COMMUNITY COLLEGE AT MERAMEC	5,924	7,054	6,963	6,953	7,065	7,406	7,060
STATE FAIR	1,040	1,433	1,311	1,335	1,451	1,708	1,881
THREE RIVERS	1,045	1,586	1,613	1,636	1,545	1,657	1,632
SUBTOTAL	30,299	39,035	39,392	40,077	41,560	43,760	44,074
STATE TECHNICAL COLLEGE							
LINN STATE	N/A	N/A	826	878	874	862	753
PUBLIC INSTITUTION TOTAL							
	124,771	129,384	130,247	131,185	134,204	137,456	139,076

**TOTAL FULL-TIME EQUIVALENT ENROLLMENT AT INDEPENDENT INSTITUTIONS
FALL 1981 AND FALL 1995 TO FALL 2000**

INSTITUTION	FALL 1981	FALL 1995	FALL 1996	FALL 1997	FALL 1998	FALL 1999	FALL 2000
UNIVERSITIES							
SAINT LOUIS	7,232	8,668	9,115	9,443	9,583	9,610	9,743
WASHINGTON	8,696	9,795	9,997	9,958	10,294	10,406	10,595
WEBSTER	2,211	5,362	5,831	6,429	6,432	7,589	8,027
SUBTOTAL	18,139	23,825	24,943	25,830	26,309	27,605	28,365
FOUR-YEAR COLLEGES							
AVILA	1,326	966	910	901	886	953	1,021
CENTRAL METHODIST	651	949	957	1,048	1,033	1,144	1,098
COLLEGE OF THE OZARKS	1,246	1,490	1,501	1,531	1,482	1,445	1,423
COLUMBIA	1,105	3,681	4,454	4,885	5,232	5,171	5,236
CULVER-STOCKTON	597	977	1,006	981	931	861	810
DRURY	1,774	2,353	2,526	2,696	2,833	3,048	2,989
EVANGEL	1,808	1,498	1,518	1,577	1,633	1,562	1,499
FONTBONNE	717	1,342	1,431	1,525	1,584	1,586	1,580
HANNIBAL-LAGRANGE	345	639	694	785	792	838	841
LINDENWOOD	1,069	3,156	3,418	3,871	4,191	4,606	4,855
MARYVILLE	1,174	1,960	1,921	1,944	2,003	2,022	2,106
MISSOURI BAPTIST	288	1,278	1,337	1,310	1,415	1,544	1,586
MISSOURI VALLEY	456	1,260	1,267	1,330	1,378	1,432	1,428
PARK	1,344	2,578	2,866	2,935	3,068	3,158	3,396
ROCKHURST	2,125	2,076	2,133	2,047	2,045	2,084	1,968
SOUTHWEST BAPTIST	1,451	2,147	2,214	2,530	2,659	2,680	2,582
STEPHENS	1,241	728	740	662	654	610	630
WESTMINSTER	694	593	652	648	642	693	671
WILLIAM JEWELL	1,549	1,324	1,287	1,250	1,237	1,259	1,240
WILLIAM WOODS	803	949	991	1,152	1,356	1,097	1,406
SUBTOTAL	22,273	31,944	33,823	35,608	37,054	37,793	38,365
TWO-YEAR COLLEGES							
COTTEY	N/A	328	305	326	283	295	316
KEMPER	149	N/A	N/A	332	243	N/A	N/A
WENTWORTH	205	296	122	182	189	183	N/A
SUBTOTAL	800	624	427	840	715	478	316
INDEPENDENT INSTITUTION TOTAL	41,212	56,393	59,193	62,278	64,078	65,876	67,046
STATE TOTAL	165,983	185,777	189,440	193,463	198,282	203,332	206,122

N/A INDICATES THAT DATA ARE NOT AVAILABLE.

NOTE: FIGURES MAY VARY FROM PREVIOUS REPORTS DUE TO UPDATES.

ENROLLMENT

In the fall of 2000, full-time equivalent (FTE) enrollment totaled 139,076 at Missouri's public colleges and universities and 67,046 at Missouri's independent institutions. The total FTE enrollment at the state's public and independent institutions in 2000 represents an increase of 11 percent, from 185,777 in 1995 to 206,122 in 2000. (Enrollment statistics for Missouri private career schools are on page 46.)

DEGREES CONFERRED

During FY 2000, a total of 53,285 degrees were conferred by Missouri colleges and universities. Missouri's public

colleges and universities conferred 30,050 degrees; the independent colleges and universities conferred 23,235. (Completion statistics for Missouri private career schools are on page 46.)

The total number of degrees conferred by Missouri public and independent colleges and universities has increased from 49,073 in 1995 to 53,285 in 2000, an increase of nearly 8.6 percent.

DEGREES CONFERRED BY PUBLIC INSTITUTIONS
FY 2000

INSTITUTION	CERTIFICATES*	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATES	FIRST PROF.	OTHER**	TOTAL
FOUR-YEAR COLLEGES								
HARRIS-STOWE	0	0	139	0	0	0	0	139
MISSOURI SOUTHERN	0	119	633	0	0	0	0	752
MISSOURI WESTERN	13	60	684	0	0	0	0	757
SUBTOTAL	13	179	1,456	0	0	0	0	1,648
REGIONAL UNIVERSITIES								
CENTRAL	0	45	1,601	459	0	0	22	2,127
NORTHWEST	19	0	951	248	0	0	22	1,240
SOUTHEAST	5	17	1,270	212	0	0	21	1,525
SOUTHWEST	0	0	2,117	550	0	0	38	2,705
SMSU - WEST PLAINS	0	143	0	0	0	0	0	143
SUBTOTAL	24	205	5,939	1,469	0	0	103	7,740
STATEWIDE LIBERAL ARTS UNIVERSITY								
TRUMAN	0	0	1,122	139	0	0	0	1,261
1890 LAND-GRANT UNIVERSITY								
LINCOLN	0	67	322	65	0	0	0	454
1862 LAND-GRANT UNIVERSITY								
UM-COLUMBIA	0	0	3,840	905	256	314	12	5,327
UM-KANSAS CITY	0	0	1,047	674	63	348	54	2,186
UM-ROLLA	0	0	743	317	46	0	0	1,106
UM-ST. LOUIS	0	0	1,695	508	37	44	41	2,325
SUBTOTAL	0	0	7,325	2,404	402	706	107	10,944
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL								
	37	451	16,164	4,077	402	706	210	22,047
COMMUNITY COLLEGES								
CROWDER	130	242	0	0	0	0	0	372
EAST CENTRAL	185	282	0	0	0	0	0	467
JEFFERSON	235	449	0	0	0	0	0	684
LONGVIEW	114	651	0	0	0	0	0	765
MAPLE WOODS	115	352	0	0	0	0	0	467
PENN VALLEY	146	380	0	0	0	0	0	526
MINERAL AREA	27	306	0	0	0	0	0	333
MOBERLY	76	214	0	0	0	0	0	290
NORTH CENTRAL	44	207	0	0	0	0	0	251
OZARKS TECHNICAL	118	424	0	0	0	0	0	542
ST. CHARLES COUNTY	20	302	0	0	0	0	0	322
ST. LOUIS COMMUNITY COLLEGE AT FLORISSANT VALLEY	52	443	0	0	0	0	0	495
ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK	119	403	0	0	0	0	0	522
ST. LOUIS COMMUNITY COLLEGE AT MERAMEC	97	822	0	0	0	0	0	919
STATE FAIR	74	299	0	0	0	0	0	373
THREE RIVERS	13	316	0	0	0	0	0	329
SUBTOTAL	1,565	6,092	0	0	0	0	0	7,657
STATE TECHNICAL COLLEGE								
LINN STATE	114	232	0	0	0	0	0	346
PUBLIC INSTITUTION TOTALS								
2000	1,716	6,775	16,164	4,077	402	706	210	30,050
1999	1,902	6,677	15,961	4,160	369	737	158	29,964
1998	1,836	6,808	15,648	4,048	426	630	148	29,544
1997	2,435	5,833	15,302	4,257	404	633	135	28,999
1996	2,682	6,199	14,992	4,098	379	670	193	29,213
1995	2,539	6,075	15,657	3,805	341	663	180	29,260

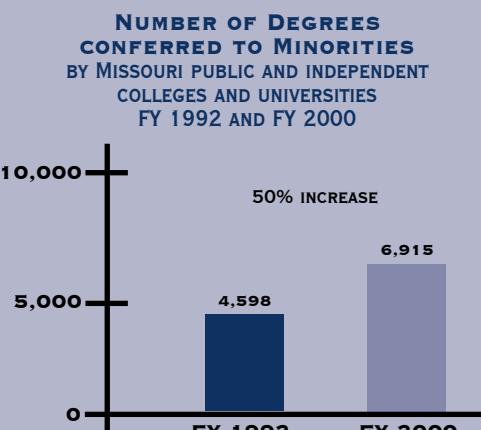
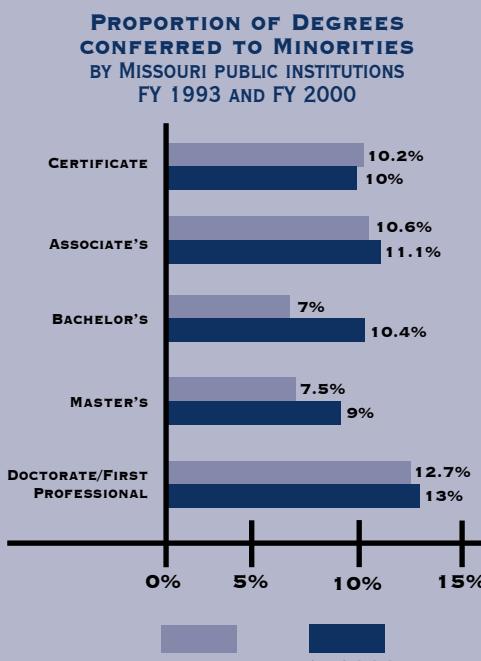
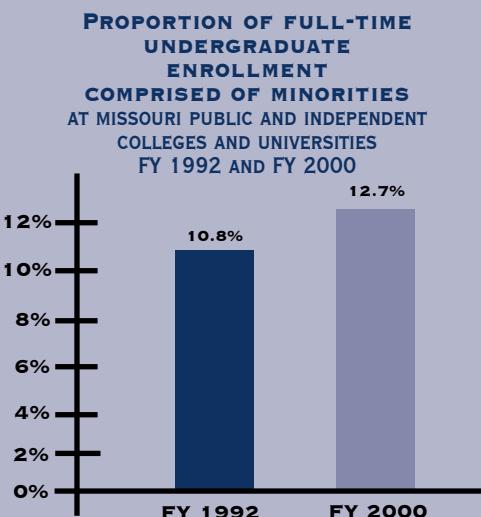
**DEGREES CONFERRED BY INDEPENDENT INSTITUTIONS
FY 2000**

INSTITUTION	CERTIFICATES*	ASSOCIATE'S	BACHELOR'S	MASTER'S	DOCTORATES	FIRST PROF.	OTHER**	TOTAL
UNIVERSITIES								
SAINT LOUIS	37	4	1,392	660	123	373	8	2,597
WASHINGTON	0	0	1,485	1,337	199	287	9	3,317
WEBSTER	3	0	1,009	4,069	2	0	14	5,097
SUBTOTAL	40	4	3,886	6,066	324	660	31	11,011
FOUR-YEAR COLLEGES								
AVILA	1	0	185	58	0	0	0	244
CENTRAL METHODIST	0	1	306	12	0	0	0	319
COLLEGE OF THE OZARKS	0	0	271	0	0	0	0	271
COLUMBIA	0	627	1,527	31	0	0	0	2,185
CULVER-STOCKTON	0	0	186	0	0	0	0	186
DRURY	0	117	533	106	0	0	0	756
EVANGEL	0	0	352	0	0	0	0	352
FONTBONNE	0	0	284	330	0	0	0	614
HANNIBAL-LAGRANGE	0	27	125	0	0	0	0	152
LINDENWOOD	0	0	652	748	0	0	0	1,400
MARYVILLE	0	0	495	173	0	0	0	668
MISSOURI BAPTIST	1	0	203	0	0	0	0	204
MISSOURI VALLEY	0	2	144	0	0	0	0	146
PARK	0	183	1,908	66	0	0	0	2,157
ROCKHURST	21	0	354	246	0	0	1	622
SOUTHWEST BAPTIST	2	104	377	396	0	0	0	879
STEPHENS	0	6	127	13	0	0	0	146
WESTMINSTER	0	0	112	0	0	0	0	112
WILLIAM JEWELL	9	0	289	0	0	0	0	298
WILLIAM WOODS	0	0	167	171	0	0	0	338
SUBTOTAL	34	1,067	8,597	2,350	0	0	1	12,049
TWO-YEAR COLLEGES								
COTTEY	0	103	0	0	0	0	0	103
WENTWORTH	0	72	0	0	0	0	0	72
SUBTOTAL	0	175	0	0	0	0	0	175
INDEPENDENT INSTITUTION TOTALS								
2000	74	1,246	12,483	8,416	324	660	32	23,235
1999	143	1,259	11,739	7,970	307	714	33	22,165
1998	143	1,278	12,007	7,344	353	701	45	21,871
1997	152	1,273	11,632	6,607	323	693	33	20,713
1996	158	1,327	11,043	6,418	310	708	19	19,983
1995	182	1,448	10,922	6,272	275	705	9	19,813
STATE TOTALS								
2000	1,790	8,021	28,647	12,493	726	1,366	242	53,285
1999	2,045	7,936	27,700	12,130	676	1,451	191	52,129
1998	1,979	8,086	27,655	11,392	779	1,331	193	51,415
1997	2,587	7,106	26,934	10,864	727	1,326	168	49,712
1996	2,840	7,526	26,035	10,516	689	1,378	212	49,196
1995	2,721	7,523	26,579	10,077	616	1,368	189	49,073

*INCLUDES LESS THAN ONE-YEAR, LESS THAN TWO-YEAR, AND LESS THAN FOUR-YEAR CERTIFICATES.

**INCLUDES POST-BACCALAUREATE AND POST-MASTER'S DEGREES.

NOTE: LINN STATE IS INCLUDED IN TOTALS BEGINNING IN 1996.



COLLEGE SUCCESS OF MISSOURI HIGH SCHOOL GRADUATES

In April 2000, the Coordinating Board received an annual report on 1999 public high school graduates who became freshmen at Missouri's public colleges and universities. The report also tracks the college retention and graduation patterns of previous high school graduates.

DEMOGRAPHICS OF ENROLLMENT

- ◆ A total of 19,410 of Missouri's 1999 public high school graduates entered the state's public colleges and universities in the fall of 1999.
- ◆ Of these freshmen, 10,718 (55 percent) were women.
- ◆ Caucasian students accounted for 86 percent, African-Americans for 8.6 percent, Asian-Americans for 1.5 percent, and Hispanics for 1 percent.
- ◆ African-American freshmen enrollment grew 17 percent over a three-year period.

ACADEMIC PREPARATION

- ◆ In the fall of 1999, 21 percent of these freshmen were enrolled in remedial mathematics, 14 percent in remedial English, and 8 percent in remedial reading.
- ◆ More than 70 percent of the 1999 Missouri high school graduates who entered the state's public institutions in the fall of 1999 reported ACT scores. Their mean score (22.6) was above the national average (21.0).

SUCCESS IN COLLEGE

- ◆ First-Year Progress: Retention statistics show that 97 percent of the 1999 Missouri public high school graduates who entered Missouri's public colleges and universities completed their first semester (fall 1999), with a cumulative grade point average (GPA) of 2.56; 84 percent completed the spring 2000 semester, with a cumulative GPA of 2.67; and 75 percent were enrolled for the fall 2000 semester, with an average of 27.9 credit hours earned.
- ◆ Graduation: Approximately 22 percent of the 1996 Missouri public high school graduates who entered Missouri's public colleges and universities graduated from either a two-year or four-year institution within four years.

Statewide Planning

Designing a coordinated plan for higher education in the state.

Section 173.020(4) RSMo

Che Coordinating Board is responsible for statewide planning and policy-setting to improve the access, quality, efficiency, and affordability of Missouri higher education. The following items illustrate some of the ways in which the Coordinating Board interacts with its publics and the higher education community, both statewide and nationally, to make informed decisions in the best interest of Missouri citizens.

TRANSFER AND ARTICULATION

The state's annual transfer and articulation conference drew a record attendance again in 2000. More than 630 leaders from elementary, secondary, and higher education discussed the issues and challenges of creating a more effective transfer system for students during the February 2000 Statewide Conference on Transfer and Articulation.

The conference theme, "Show-Me Pathways," emphasized that Missouri's diverse and autonomous institutions can operate as a single system to provide students with efficient, high-quality educational experiences.

Dr. Steven Crow, executive director of the North Central Association of Colleges and Schools Commission on Institutions of Higher Education, is actively involved in national discussions on the relationship between accreditation and student

transfer. He opened the conference with a discussion of transfer practices and their impact on the quality of student learning from the perspective of an accrediting agency.

Dr. Pamela Tate, president of The Council for Adult and Experiential Learning, shared principles of good practice for adult-friendly institutions during the second plenary session. She said quality and portability need to be balanced when creating a seamless educational path for students, especially adult students.

Tate said that adult students – described as older than 25, financially independent, married, with children to support, or with a career – have many educational options, such as pursuing online programs, that could take them away from the typical campus setting. Therefore, she advised that it would be prudent to develop pathways between institutions. Otherwise, students will go elsewhere for their learning and their credentials.

Tate went on to say that the Missouri Learners' Network is an excellent example of how Missouri has a plan to address the needs of adult learners. The network will provide services to Missouri's working adults, including an Internet-based catalog that will list all off-campus technology-mediated courses and degree programs offered by Missouri colleges and universities.

Conference breakout sessions focused on issues related to the transfer of credit between colleges and universities as well as the transition from high school to college, with particular emphasis on general education, dual credit, and college

GENERAL EDUCATION

The CBHE Committee on Transfer and Articulation (COTA) appointed the General Education Steering Committee (GESC) in 1998 to lead a statewide study of general education for transfer students. As part of the review, the GESC completed a statewide survey of all institutions, asking for information about their general education programs.

As a result of its analysis of the general education programs at Missouri institutions as well as its review of general education in other states, the GESC recommended that Section A.1. of the 1998 Credit Transfer Policy be revised. In response, COTA charged GESC members with the responsibility of drafting a new general education section with a major goal of promoting smooth transfer for students completing general education programs at all public institutions and at those independent and proprietary institutions that become signatories to the policy.

Throughout the process of preparing a new policy draft, GESC members communicated regularly with faculty and administrators to gather feedback and build broad-based support.

In its work, the committee sought a new approach to general education for transfer students that is driven by statewide and institutional goals and student competencies. The new policy, adopted by the Coordinating Board in June 2000, includes:

- ◆ a rationale for general education,
- ◆ definition of both institutional and student responsibilities,
- ◆ a list of common goals and related competencies organized around four skill and four knowledge areas,
- ◆ the guaranteed transfer of a 42-hour block of general education credit, and
- ◆ processes for peer review and notification.

The new policy is expected to be implemented within two years of its adoption. The Coordinating Board asked COTA to work with institutional representatives on the implementation of the policy, the design of a standardized reporting format, and the development of Principles of Good Practice of General Education for Transfer Students.

In the fall of 2000, COTA appointed four members of the General Education Steering Committee to serve on a General Education Implementation Committee, which will help COTA monitor activities associated with the state's general education guidelines for transfer students and develop the principles of good practice.

GESC WEB SITE **CSTL.SEMO.EDU/GESC**



GENERAL EDUCATION IMPLEMENTATION COMMITTEE

- ❖ John Flanders, Associate Professor of Business and Economics, Central Methodist College
- ❖ Fred Janzow, Dean, School of University Studies, Southeast Missouri State University
- ❖ Judith Wangelin Scott, Chair, Division of Humanities and Performing Arts, Three Rivers Community College



MISSOURI CAMPUS COMPACT

With the official signing held in conjunction with the December 2000 Governor's Conference on Higher Education, Missouri became the 23rd state to join a national coalition of campus compacts committed to helping students develop the values and skills of citizenship through participation in public and community service.

Twenty-six public and independent, two-year and four-year colleges and universities signed on as chartering members of the Missouri Campus Compact. Southwest Missouri State University oversees the compact under the direction of an executive committee consisting of the presidents of one public four-year, one public two-year, and one independent institution.

The goals of the Missouri Campus Compact include:

- ❖ deepening higher education's understanding of how and why to be an engaged campus;
- ❖ building and strengthening Campus Compact's national and state organizational capacity as a powerful leader for civic education;
- ❖ playing a lead role in helping campuses develop, document, and model best practices in the scholarship of engagement;
- ❖ building the capacity of communities to access and play a central role in higher education's civic engagement; and
- ❖ increasing the national visibility and influence of Campus Compact and its mission.

In October 2000, the Coordinating Board approved a state funding request of \$216,800 for the Missouri Campus Compact. With state funding unlikely in FY 2002, the compact has obtained a \$100,000 grant from the Kauffman Foundation, most of which will be used to fund smaller grants to service learning programs established by institutions, faculty, and students.

affordability policies. The breakout sessions also provided attendees opportunities to have conversations about specific aspects of transfer and articulation, including advising, discipline-based curriculum development, technology, mathematics competencies and assessment, teacher education, and the promotion of articulation in early child care and education programs.

GOVERNOR'S CONFERENCE ON HIGHER EDUCATION

Missouri was one of the first states to respond to its grades reported in Measuring Up 2000: The State-by-State Report Card for Higher Education during the December 2000 Governor's Conference on Higher Education.

The 2000 Governor's Conference provided an open forum for state officials and college and university leaders to discuss the results of the report and formulate appropriate policy directions.

The Missouri higher education system ranks average when compared nationally, according to the report card, which was released in November 2000 by The National Center for Public Policy and Higher Education.

Dr. Joni Finney, vice president of The National Center, announced Missouri's results in five categories: preparation, participation, affordability, persistence and completion, and educational gains and returns. Within these five categories are a total of 30 performance indicators. Missouri was given a grade in each category relative to the top-performing state. The report card analysis included public and independent institutions.

Missouri received its highest grade, a B-, in the area of persistence and completion. According to the report, a high percentage of first-year students at Missouri colleges and universities return for a second year. Slightly less than half of first-time, full-time students complete a bachelor's degree within five years, although a high proportion of students compared

to the number enrolled at all colleges and universities receive certificates or degrees.

The report shows that Missouri scored a D+, its lowest score, in the area of affordability. At Missouri public and independent institutions, the family income required to pay college expenses after financial aid is higher than in the top states. Compared nationally, Missouri provides a low level of state financial aid to low-income families, and the average loan amount that students borrow each year is \$3,910, compared to \$3,094 in the highest scoring states. [Editor's note: The data on state financial aid to low-income families is based on just one year of funding for the Missouri College Guarantee Program.]

Missouri received a C+ in the area of preparation. Ninety percent of young adults earn a high school or general educational development diploma by age 24, and a large percentage of high school students enroll in upper-level math and science courses. However, 8th graders score much lower on national assessments in math, reading, and writing, and few take algebra.

The report also shows that Missouri is average in participation, with a score of C-. Only 36 percent of high school freshmen enroll in college within four years, 30 percent of 18- to 24-year-olds enroll in postsecondary training or education, and only 3.5 percent of working-age adults enroll in postsecondary training or education.

In the area of educational gains and returns, the report card gave Missouri a C. Only 28 percent of adults age 25 to 65 have at least a bachelor's degree. In addition, a low percentage of adults compared to top states scored well on high-level literacy tests. On the other hand, the increase in personal income as a result of having a bachelor's degree, the 1996 and 1998 election turnouts, and the percentage of the population making charitable gifts in Missouri approach the scores of the top states. In addition, Missouri leads the

nation in the greatest improvement of educational attainment by increasing the percentage of the population with a bachelor's degree by 60 percent.

Finney; Dr. Brian Fitzgerald, staff director of the Congressional Advisory Committee on Student Financial Assistance; and Brenda Albright, a higher education consultant, answered questions about the report card during the morning sessions of the conference.

Afternoon sessions examined initiatives to improve Missouri's standing and included topics such as K-16 partnerships and Missouri's GEAR UP grants to improve the preparation and participation of students, an agreement between the Missouri National Guard and the Missouri Learners' Network to provide access to higher education for adult learners, and the affordability of higher education.

During the opening session of the conference, Gov.-elect Bob Holden presented challenges that he would like Missouri higher education to address. He said that the educational opportunities of tomorrow must focus on the needs of student learners and urged Missouri educators to focus on how they deliver educational opportunities to every student at every age.

He said that continuing to improve K-12 education and preparation for college will be a major goal of his administration, and he asked Missouri higher education to do all it can to help.

Gov. Roger Wilson addressed the conference and presented the 2000 Faculty Awards for Excellence in Teaching during the luncheon session. The awards ceremony was dedicated to the late Gov. Mel Carnahan, in honor of his commitment to higher education. Russ Carnahan represented the Carnahan family at the ceremony.

In his address, Gov. Wilson highlighted accomplishments in higher education under the Carnahan administration. He expressed his appreciation for the colleges and

universities working together and asked them to continue to do so.

TRUSTEESHIP DEVELOPMENT

The Coordinating Board established its trusteeship development program in 1996 to assist college and university governing board members in becoming effective stewards of higher education.

The board continued the program in 2000 with a Trusteeship Development Workshop held in conjunction with the Governor's Conference on Higher Education.

The workshop, organized by the Coordinating Board's Committee on Trusteeship Development, provided college and university trustees and presidents an opportunity to discuss their roles in Missouri's higher education system. Mary Joan Wood, Coordinating Board member and chair of the Committee on Trusteeship Development, presented an overview of Missouri higher education to develop the trustees' understanding of statewide perspectives and each institution's role.

In another session, Coordinating Board member Dudley Grove discussed five areas of concern for governing board members: policy direction, leadership personnel, program approval and evaluation, financial health, and community relations. She also discussed 12 primary responsibilities of trustees, including legal considerations and developing financial resources.

Frank Stokes, III, chairman of the Missouri Technology Corporation, addressed technological changes in the workforce and the preparation of students during the luncheon session.

Afternoon sessions explored current issues facing governing board members, including the influence of new technology, ethical and legal issues, current financial aid trends, and college affordability.

The next CBHE trustee workshop is scheduled for June 2002.

DUAL CREDIT

After more than three years of review and discussion with the academic community, the Coordinating Board approved revised guidelines for general education dual credit courses taught in high schools by high school teachers in June 1999. The policy was revised to ensure the quality and transferability of dual credit.

The objectives of the 1999 Policy Guidelines for the Delivery of Dual Credit Courses in High Schools are to:

- ◆ establish procedures to ensure quality control,
- ◆ reinforce policy guidelines with North Central Association standards,
- ◆ clarify the responsibilities of chief academic officers,
- ◆ support a seamless transition between high school and college,
- ◆ specify a rationale for fee structures,
- ◆ ensure the transferability of credit,
- ◆ promote high quality while maintaining institutional autonomy, and
- ◆ address monitoring issues.

With the new policy's implementation targeted for the fall of 2000, the CBHE Committee on Transfer and Articulation has been monitoring its implementation and collecting information on whether institutions are making good faith efforts to abide by it. Institutions were asked to submit their dual credit acceptance policies and, if applicable, their policies on the delivery of dual credit courses.

Each institution's policy was analyzed relative to six criteria: student eligibility, program structure and administration, faculty qualifications and support, student assessment, transferability of credit, and evidence of the chief academic officer and on-campus faculty's responsibility for program delivery. A checklist indicating whether the institution's policy is in compliance with state guidelines was sent to the respective chief academic officer. The initial review suggested that most institutions are in compliance with the student eligibility requirements and faculty qualifications standards established in the new policy.

An annual dual credit report on the scope of dual credit activity as well as compliance with the new policy's criteria will be used to continually monitor the implementation of the new dual credit policy.



JOINT PLANNING

MCCA PRESIDENTS AND CHANCELLORS' COUNCIL

MISSOURI WESTERN STATE COLLEGE BOARD OF REGENTS

STATE BOARD OF EDUCATION

STATE FAIR COMMUNITY COLLEGE BOARD OF TRUSTEES

CBHE COMMITTEE ON TRUSTEESHIP DEVELOPMENT

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Truman State University
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Former Board Member
Lincoln University and
Southeast Missouri State University



CBHE INTERNSHIPS AND FACULTY FELLOWSHIPS

The internship and faculty fellowship programs initiated in 1996 continue to attract top-quality students and faculty from the state's public and independent colleges and universities and private career schools. The programs provide faculty and students with opportunities to foster their personal and professional development as well as a greater understanding of Missouri higher education.

Since 1996, six faculty fellows and 54 undergraduate, graduate, and doctoral interns from 17 different public and independent colleges and universities and private career schools have participated in the programs. Many interns return for multiple semesters, and six have been hired to fill full-time positions at the department as a result of their internships.

2000 GOVERNOR'S AWARDS FOR EXCELLENCE IN TEACHING

KAREN L. AMSDEN JEFFERSON COLLEGE	LINDA S. ESTES ST. CHARLES COUNTY COMMUNITY COLLEGE	RICHARD L. MYERS SOUTHWEST MISSOURI STATE UNIVERSITY
BONITA B. ANDERSON WENTWORTH MILITARY ACADEMY AND JUNIOR COLLEGE	JUDITH FLYNN PENN VALLEY COMMUNITY COLLEGE	HERB NIEMEYER ST. LOUIS COMMUNITY COLLEGE AT FLORISSANT VALLEY
HARVEY ASHER DRURY UNIVERSITY	WILLIAM E. FOLEY CENTRAL MISSOURI STATE UNIVERSITY	PATRICE O'CONNOR EAST CENTRAL COLLEGE
PATRICK BAUER DEVRY INSTITUTE OF TECHNOLOGY	HARLIE KAY GALLATIN SOUTHWEST BAPTIST UNIVERSITY	KAREN OLSON ST. LOUIS COMMUNITY COLLEGE AT MERAMEC
REBECCA NEWCOM BELCHER LINCOLN UNIVERSITY	LORI A. GATES MISSOURI VALLEY COLLEGE	PAMELA OVERMAN UNIVERSITY OF MISSOURI-KANSAS CITY
TIGE BENNETT MISSOURI BAPTIST COLLEGE	JAMES GILBERT LONGVIEW COMMUNITY COLLEGE	RICHARD L. PACELLE, JR. UNIVERSITY OF MISSOURI-ST. LOUIS
SHARI BLANK AVILA COLLEGE	NANCY HADFIELD CENTRAL METHODIST COLLEGE	SUNNY PERVIL MARYVILLE UNIVERSITY OF SAINT LOUIS
LINDA BOWEN LINN STATE TECHNICAL COLLEGE	KAY HENDERSON STEPHENS COLLEGE	GREG PLUMB PARK UNIVERSITY
ROBIN McCUALEY BOZARK LOGAN UNIVERSITY	JULIAN HERTZOG WILLIAM WOODS UNIVERSITY	RICHARD PORN MISSOURI WESTERN STATE COLLEGE
BEVERLY BRENNAN HARRIS-STOWE STATE COLLEGE	DIANE R. KARIUS THE UNIVERSITY OF HEALTH SCIENCES	DAVID J. RITCHIE ST. LOUIS COLLEGE OF PHARMACY
MICHAEL F. BROWN SOUTHEAST MISSOURI STATE UNIVERSITY	SUSAN L. KIRK OZARKS TECHNICAL COMMUNITY COLLEGE	TERRY ROBERTSON NORTHWEST MISSOURI STATE UNIVERSITY
KATHERINE BURT HANNIBAL-LAGRANGE COLLEGE	VIRGINIA LAAS MISSOURI SOUTHERN STATE COLLEGE	MARK R. RYAN UNIVERSITY OF MISSOURI-COLUMBIA
L. TURNER COLLINS EVANGEL UNIVERSITY	RICHARD LAEL WESTMINSTER COLLEGE	ROY TAMASHIRO WEBSTER UNIVERSITY
LARRY COX MAPLE WOODS COMMUNITY COLLEGE	CAROL SWAIN LEWIS THREE RIVERS COMMUNITY COLLEGE	TONY TOCCO ROCKHURST UNIVERSITY
DONALD E. DALRYMPLE NORTH CENTRAL MISSOURI COLLEGE	JOSEPH LOEWENSTEIN WASHINGTON UNIVERSITY	JERRY TRICK SOUTHWEST MISSOURI STATE UNIVERSITY-WEST PLAINS
DAVID DALTON COLLEGE OF THE OZARKS	ROBIN L. MACKESSON FONTBONNE COLLEGE	ANTHONY M. VAZZANA TRUMAN STATE UNIVERSITY
ROBERT L. DAVIS UNIVERSITY OF MISSOURI-ROLLA	ANNE MAHONEY BLUE RIVER COMMUNITY COLLEGE	KAREN VINYARD CROWDER COLLEGE
JOHN W. DOUGHERTY LINDENWOOD UNIVERSITY	CINDY MCCLAIN STATE FAIR COMMUNITY COLLEGE	R. RODNEY WALTON CULVER-STOCKTON COLLEGE
JUDITH E. DURHAM SAINT LOUIS UNIVERSITY	MARY MCNERNEY COTTEY COLLEGE	HAL ELLIOTT WERT KANSAS CITY ART INSTITUTE
JUDY EAST MINERAL AREA COLLEGE	PETER MESERVE COLUMBIA COLLEGE	MARGARET WILSON KIRKSVILLE COLLEGE OF OSTEOPATHIC MEDICINE
SALLY ELLIS FLETCHER WILLIAM JEWELL COLLEGE	BRUCE MUNSON ST. LOUIS COMMUNITY COLLEGE AT FOREST PARK	
GREGORY ELTRINGHAM MOBERLY AREA COMMUNITY COLLEGE		

Proprietary School Certification Program

The [Coordinating] Board shall issue certificates of approval to proprietary schools that meet the minimum standards established pursuant to the provisions of sections 173.600 to 173.618 RSMo.

Section 173.604.1 RSMo

The Coordinating Board for Higher Education administers the statutory program that requires proprietary schools in Missouri be certified to operate. The Proprietary School Certification Program is the means through which the Coordinating Board provides this important service to the citizens of the state.

Through the implementation of the program's standards and outreach activities, current and prospective students, parents, and other interested individuals can have greater confidence in the quality and integrity of the postsecondary educational institutions that offer instruction in the state.

Missouri statutes define a proprietary school as any person (including individuals, corporations, associations, etc.) not specifically exempted that offers or maintains on a

for-profit or not-for-profit basis a course or courses of instruction or study through classroom instruction or correspondence, or that grants certificates or degrees.

Consequently, while Missouri-based private, for-profit proprietary schools are within the jurisdiction of the program and comprise the largest number of certified schools, the certification program interacts with a wide variety of postsecondary educational institutions.

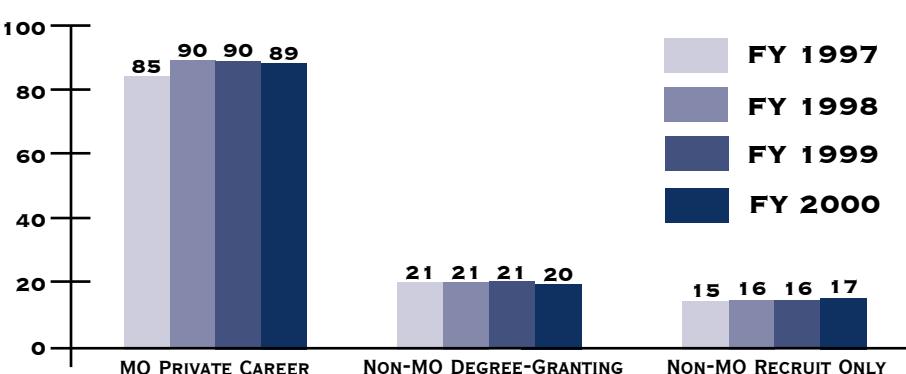
Schools under the authority of this program generally fall into three categories: Missouri private career schools, non-Missouri academic degree-granting institutions, and schools that are certified only to recruit students from Missouri.

As the graph of school certifications indicates, a total of 126 schools received certificates of approval to operate during FY 2000. As part of the certification process, program staff visited 15 schools to conduct systematic on-site reviews.

In addition to the certification of existing schools, the program staff must review proposals for the establishment of new institutions, review applications for exemption from the requirements of the certification statute, respond to student inquiries and complaints, collect and report institutional and student data, and coordinate school closure activities.

One of the most unique aspects of the program is its focus on the collection, analysis, and dissemination of information and data about the schools within the program. These data are processed and maintained as a planning and decision-making resource for the schools submitting the data and the Coordinating Board.

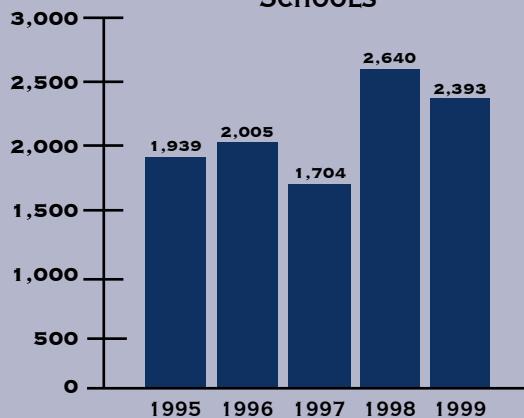
The graphs on the following page illustrate both the size of the student population and the diversity of student interest represented by the institutions within the program.



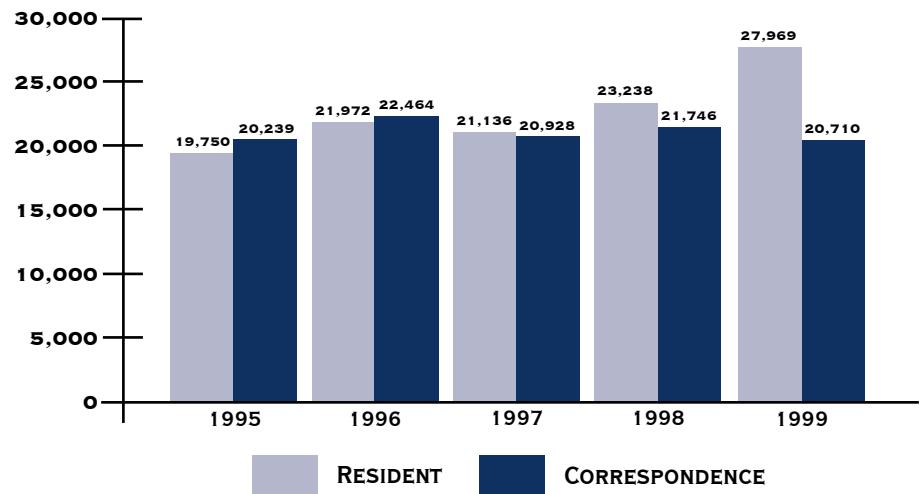
STATUS OF SCHOOL	NUMBER OF SCHOOLS			
	1997	1998	1999	2000
CERTIFIED - TOTAL	121	127	127	126
CERTIFIED - INITIAL	8	8	10	10
CLOSED	6	7	13	9
EXEMPTED	18	11	11	11

Total Enrollment at Certified Schools

NON-MISSOURI DEGREE-GRANTING SCHOOLS

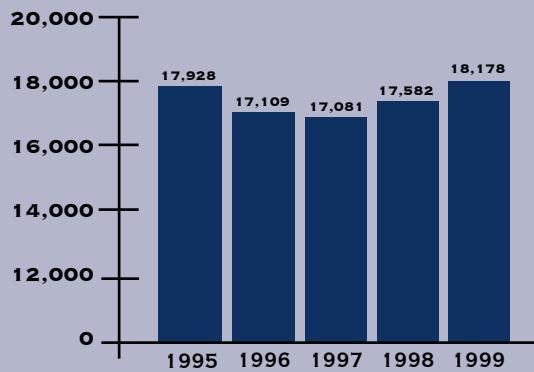


MISSOURI PRIVATE CAREER SCHOOLS

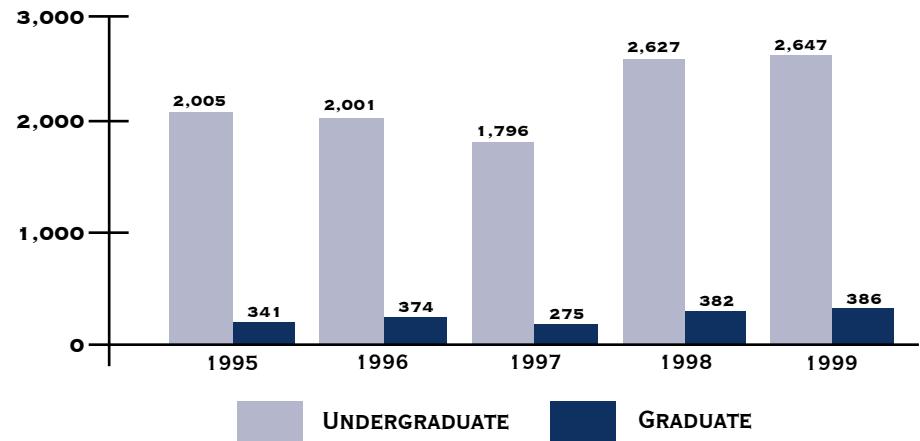


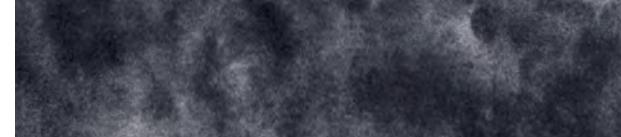
Completions at Certified Schools

CERTIFICATES AWARDED



DEGREES AWARDED





Missouri Public and Independent Colleges and Universities

PUBLIC TWO-YEAR COMMUNITY COLLEGES

Crowder College
Dr. Kent Farnsworth, President

East Central College
Dr. Karen Herzog, President

Jefferson College
Dr. Gregory Adkins, President

Metropolitan Community Colleges
Dr. Wayne Giles, Chancellor

- ◆ Blue River Community College
Mr. Malcolm Wilson, President
- ◆ Longview Community College
Dr. Fred Grogan, President
- ◆ Maple Woods Community College
Dr. Merna Saliman, President
- ◆ Penn Valley Community College
Dr. Jackie Snyder, President

Mineral Area College
Dr. Dixie Kohn, President

Moberly Area Community College
Dr. Evelyn Jorgenson, President

North Central Missouri College
Dr. Walter Nolte, President

Ozarks Technical Community College
Dr. Norman Myers, President

St. Charles Community College
Dr. John McGuire, President

St. Louis Community College
Dr. Henry Shannon, Chancellor

- ◆ St. Louis Community College at Florissant Valley
Dr. Gustavo Valadez Ortiz, President
- ◆ St. Louis Community College at Forest Park
Dr. Ronald Smith, Acting President
- ◆ St. Louis Community College at Meramec
Dr. E. Lynn Suydam, President

State Fair Community College
Dr. Stephen Poort, President

Three Rivers Community College
Dr. John Cooper, President

PUBLIC TWO-YEAR TECHNICAL COLLEGE

Linn State Technical College
Dr. Donald Claycomb, President

PUBLIC FOUR-YEAR COLLEGES AND UNIVERSITIES

Central Missouri State University
Dr. Bobby Patton, President

Harris-Stowe State College
Dr. Henry Givens, Jr., President

Lincoln University
Dr. David Henson, President

Missouri Southern State College
Dr. Julio León, President

Missouri Western State College
Dr. James Scanlon, President

Northwest Missouri State University
Dr. Dean Hubbard, President

Southeast Missouri State University
Dr. Kenneth Dobbins, President

Southwest Missouri State University
Dr. John Keiser, President

- ◆ SMSU-West Plains
Gen. Fred Marty, Chancellor

Truman State University
Dr. Jack Magruder, President

University of Missouri
Dr. Manuel Pacheco, President

- ◆ University of Missouri-Columbia
Dr. Richard Wallace, Chancellor
- ◆ University of Missouri-Kansas City
Dr. Martha Gilliland, Chancellor
- ◆ University of Missouri-Rolla
Dr. Gary Thomas, Chancellor
- ◆ University of Missouri-St. Louis
Dr. Blanche Touhill, Chancellor

INDEPENDENT TWO-YEAR COLLEGES

Cottey College
Dr. Helen Washburn, President

Wentworth Military Academy and Junior College
Col. Jerry Brown, Superintendent

INDEPENDENT FOUR-YEAR COLLEGES AND UNIVERSITIES

Avila College
Mr. Thomas Gordon, Interim President

Central Methodist College
Dr. Marianne Inman, President

College of the Ozarks
Dr. Jerry Davis, President

Columbia College
Dr. Gerald Brouder, President

Culver-Stockton College
Dr. Edwin Strong, Jr., President

Drury University
Dr. John Moore, Jr., President

Evangel University
Dr. Robert Spence, President

Fontbonne College
Dr. Dennis Golden, President

Hannibal-LaGrange College
Dr. Woodrow Burt, President

Lindenwood University
Dr. Dennis Spellmann, President

Maryville University of Saint Louis
Dr. Keith Lovin, President

Missouri Baptist College
Dr. R. Alton Lacey, President

Missouri Valley College
Mr. Chad Freeman, President

Park University
Dr. Beverley Byers-Pevitts, President

Rockhurst University
Dr. E. Edward Kinerk, S.J., President

Saint Louis University
Rev. Lawrence Biondi, President

Southwest Baptist University
Dr. C. Pat Taylor, President

Stephens College
Dr. Marcia Kierscht, President

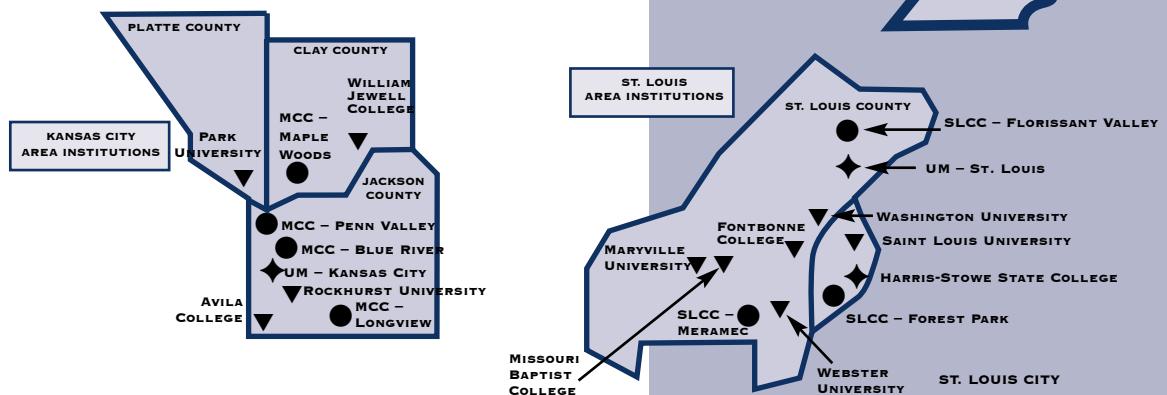
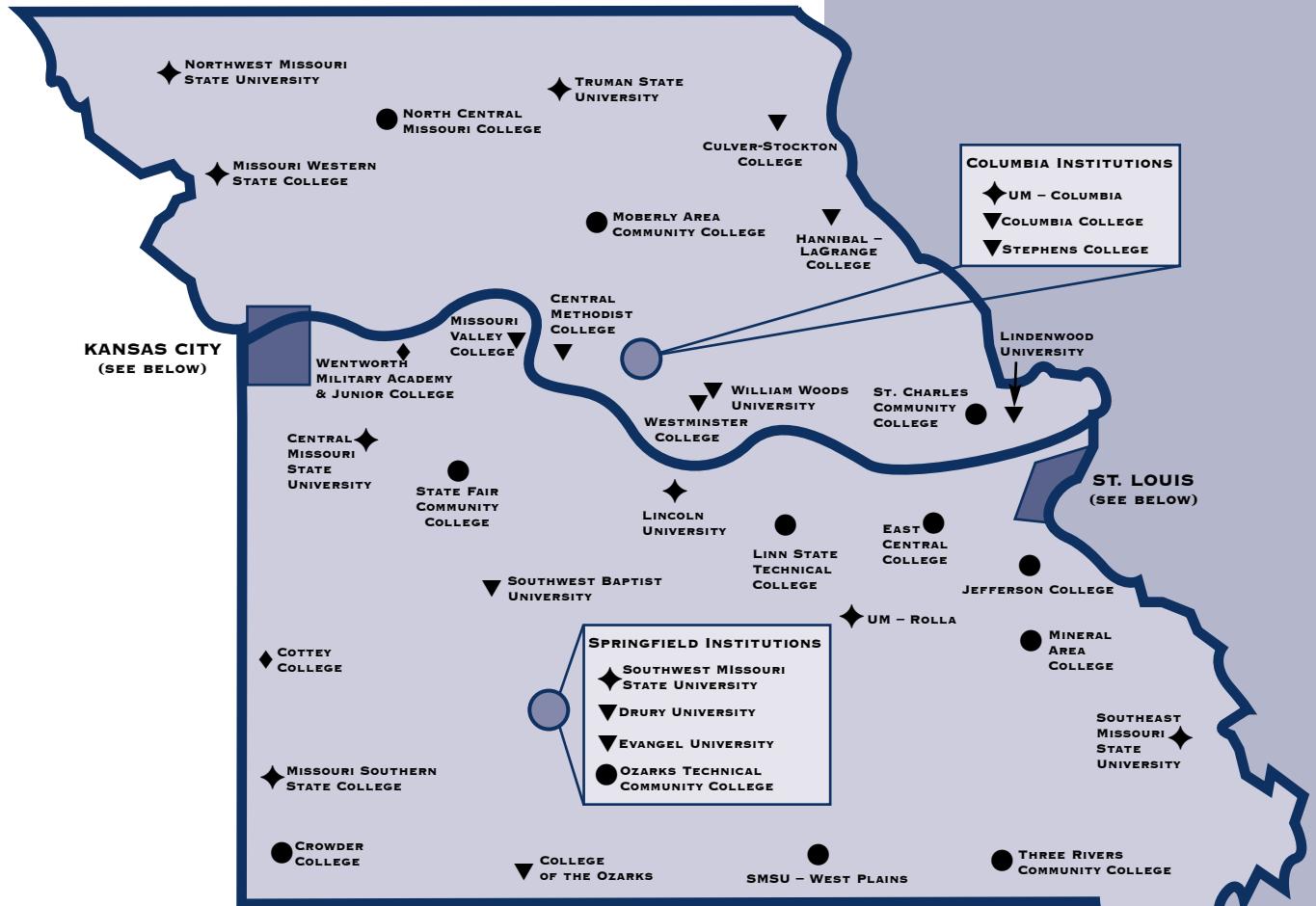
Washington University
Dr. Mark Wrighton, Chancellor

Webster University
Dr. Richard Meyers, President

Westminster College
Dr. Fletcher Lamkin, President

William Jewell College
Dr. David Sallee, President

William Woods University
Dr. Jahnae Harper Barnett, President



**PUBLIC
FOUR-YEAR**

**PUBLIC
TWO-YEAR**

**INDEPENDENT
FOUR-YEAR**

**INDEPENDENT
TWO-YEAR**

MISSOURI
DEPARTMENT OF
HIGHER EDUCATION



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